DOCUMENT RESUME

ED 128 805 CS 202 919

TITLE	[Scope and Sequence Language Arts Curriculum Guide, K-8.]
INSTITUTION	Oceanside Union Free School District 11, N.Y.
PUB DATE	74
NOTE	129p.; Prepared by the Language Arts Resource Committee
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Composition (Literary); Curriculum Guides; *Educational Objectives; Educational Resources; Elementary Secondary Education; Grammar; Journalism; *Language Arts; *Learning Activities; Listening; Reading; Speaking; Study Skills; Word Study Skills

ABSTRACT

The curriculum for language arts outlined in this document charts the specific objectives and corresponding activities for kindergarten through eighth grade, in the following areas: listening, reading, study skills, individual word forms, mechanics and usage, composition, and journalism. In addition to the curriculum guide, this document also contains model lessons, a checklist for the evaluation of reading readiness, an individualized reading inventory form, an outline of a primer-individualized reading program, sample learning packets, a simplified bibliographic form, a list of inventory aids to correct punctuation, and a list of resources. (JM)

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LANGUAGE ARTS RESOURCE COMMITTEE

OCEANSIDE PUBLIC SCHOOLS

2

STATEMENT OF PHILOSOPHY

FOR THE LANGUAGE ARTS IN OCEANSIDE

One must be able to listen intelligently, speak so that others understand what is said, write so that thoughts are precisely communicated, and read with discrimination and appreciation. These are the goals of the Language Arts Program in the Oceanside Schools.

FOREWARD

The Language Arts Resource Committee has developed a Scope and Sequence Curriculum for the use of levels K - 8 in all the language arts areas. In addition to the Scope and Sequence Curriculum, a packet of activities, games, LAP'S, model lessons, contracts and resources have been included. Among the purposes of the L.A.R.C. for the next three years will be to review, revise, and refine this curriculum on the basis of the reactions and suggestions of the Oceanside teachers.

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TABLE OF CONTENTS

PHILOSOPHY 1

FOREWARD 2

TABLE OF CONTENTS 3

SCOPE AND SEQUENCE ORDER

I. LISTENING 4-5
II. SPEAKING 6-12
III. READING 13-18
IV. LOCATION AND STUDY SKILLS 19-27
V. INDIVIDUAL WORD FORMS 28-37
VI. MECHANICS AND USAGE 38-45
VII. COMPOSITION 46-64
VII A. JOURNALISM 65-66

ACTIVITIES 67-95

MODEL LESSONS 96

READING INVENTORIES

I. CHECKLIST FOR THE EVALUATION OF READING READINESS 97-98
II. INDIVIDUALIZED READING INVENTORY 99

PRIMER-INDIVIDUALIZED READING PROGRAM 100-106

LEARNING PACKETS 107-113

SIMPLIFIED BIBLIOGRAPHIC FORM 114

INVENTORY AIDS TO CORRECT PUNCTUATION 115-116

RESOURCES 117-127

EXPLANATION

SYMBOLS

* - FORMAL INSTRUCTION
√ - REINFORCEMENT

PAGE REFERENCES

In the last column on certain pages of the Scope and Sequence, you will find a listing of pages which will direct you to accompanying activities.

SCOPE AND SEQUENCE FOR THE LANGUAGE ARTS

I. LISTENING

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page Ref.
A. ATTENDING Attending	•	•	•	Given any situation in which the student is expected to listen to an oral communication, the student will give evidence of proper conduct for listening.			67
Responding	•	•	•	Given any situation in which the student is expected to listen to an oral communication, the student will make at least one active (verbal or non-verbal) response which is in some way appropriate to the communication.			67
B. COMPREHENDING	•	•	•	Given an oral communication, the student will recall and retell orally the main parts or events in their proper sequence.	Given an oral communication, the student will identify the main idea of the communication in a short answer test situation.	Given an oral communication, the student will be able to recall and cite (in written or oral form) three to five specific details dealing with a given topic or aspect of the subject dealt with in the communication.	
C. INTERPRETING	•	•	•	Given a short oral communication, the student will recite at least one inference derived from the material presented.	Given an oral communication and a list of words or phrases which were used figuratively in the text, the student will give explanations which are correct within the context of that communication.	Having listened to an incomplete story, the student will write a conclusion.	

LISTENING	LEVELS			SPECIFIC OBJECTIVES			Page Ref
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	
D. ANALYZING		*	*		After having listened to a statement, the student will identify it as being either a statement of fact or of opinion.	Given an oral communication (speech, article or editorial) which contains both statements of fact and statements of value, attitude, or opinion, the student will record at least one statement of value, attitude, or opinion while listening to the communication.	

II.

SPEAKING	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			Page Ref.
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	
A. PARTICIPATION IN SPEAKING 1. Function of Speaking: Communicating Freely	*	*	*	Encourage the children to bring toys, books, and other items of interest to class. Introduce them to Show and Tell by having them informally tell a small group about their treasure. When a particularly intriguing item, or a particularly glib speaker has captured the interest of a small group, have this presentation given to the total group. Later the children may be asked to speak directly to the total group.	Plan regular discussion periods on topics related to class activities. Encourage the pupils to give progress reports on group and individual projects, to bring up for discussion any problems encountered in group work, and present new ideas or approaches that they would like to try.	Point out to the students that when they try to solve a problem they should organize their approach. Lead them into devising a logical approach, such as: Define the problem Analyze the problem Suggest possible solutions Develop and compare solutions Select the best solution Try out this solution Divide the class into groups and have each group discuss a problem which it deems important. Have a recorder in each group take notes. At the end of the group sessions and after each recorder has given his report, discuss the success of the groups in terms of the steps outlined.	
2. Recognize the Importance of Reporting Accurately	*	*	*	Ask each child to bring to class a rule for home safety, for bicycle safety, or for good manners. Let each child give and explain his rule. Help him to make accurate and careful reports through discreet questions.	Discuss with the class how misreporting or failure to report important incidents could have far-reaching results. Then have them divide into groups of five or six and develop short dramatic skits that illustrate what might have happened if certain historical events had been grossly misreported, or not reported at all.	Have each student make a short speech on a controversial subject about which he feels strongly. Then have the class evaluate these. Were the sources used clearly stated? Were the chosen sources authoritative and unbiased? Did supporting examples add clarity to the talk?	

SPEAKING	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			Page Ref.
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	
2. Reporting Accurately (cont'd)						Were the generalizations valid? Was the language of the speaker slanted or loaded?	
3. Recognize and Utilize the Various Forms of Speaking a. Story Telling	*	*	*	Provide the children with concrete objects such as dolls, toy trucks, puppets, and dioramas of farms and circuses. Ask them to make up and tell stories about these objects. Two or more children might be asked to participate in a spontaneous dramatization using the objects provided.	Have each student select a personal experience and relate it to class.		
b. Discussion		*	*		Students will be able to discuss duties of a chairman for small-group discussion.		
c. Panel Discussion		* (5)	*		Students will be able to present points of view in panel discussion.		
d. Parliamentary Procedure			* (8)			Students will be able to discuss and follow parliamentary procedures.	
B. DELIVERY 1. Make Effective Use of Body Control, Movement and Gesture	*	*	*	The dramatization of short scenes from stories may be used after a story telling lesson. Allow the children to become familiar with the story and to select their own scene for dramatization. Improvisations based on short scenes from familiar stories	Have the students write, or find in a book, sentences which could be used with gestures to: point out something describe a shape or size indicate division into parts point up emphasis on a word or phrase	Develop with the students a listing of topics in which they are interested. Ask each member of the class to deliver a 1 to 2-minute impromptu talk on one of the topics. Then discuss with the class the use of gestures in the talk.	68

NERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Ref
. Use of Body Control (cont'd)				are best. Stress the use of the body in portraying individual characters.	show approval show disapproval Have them present their sentences to the class using appropriate gestures.	Were the gestures natural? Were they appropriate? Were they well-timed? Were excessive gestures avoided? Did the gestures fit the audience and the occasion?	6
2. Establish Good Eye Contact	*	*	*	Play a variation of the game, "Simon Says," in which the group obeys the speaker's commands if the speaker is looking at them or if they think the speaker is looking at them. The group should ignore the command if the speaker is not looking at them.	Discuss interviewing with the class, stressing the necessity for speaker and listener to look at each other. Then have the pupils choose partners and interview each other. Ask some of the more successful pairs to conduct their interview for the total group.	Discuss with the students the techniques of scanning the audience and direct eye contact during a question and answer period following a presentation. Then, following a speech or panel discussion with a question and answer period, evaluate with the class the use of eye contact observed.	
3. Recognize and Use Appropriate Vocal Characteristics a. Volume	*	*	*	Discuss with the pupils the ways in which voice volume may be raised and lowered. Have various children whisper and then speak loudly enough to be heard by the whole class. Be sure not to have some children straining their voice by screaming.		Have various students read aloud from a literature selection under study. Have the class note what changes in the volume of the voice do to the meaning of the passage.	
b. Pitch	*	*	*	Read to the children a story which lends itself to a wide variety of inflections. If it is a familiar story, encourage the children to chorus repeated questions or refrains with definite inflection.	Discuss with the pupils the procedure to be followed in preparing to read a story aloud. Elicit suggestions such as: Read the story silently Check meaning and pronunciation of unfamiliar words Decide on the mood Determine emphases and pauses Have each student choose a story and utilize these suggestions to prepare to read it orally.		

SPEAKING GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES/ACTIVITIES K-2	3-5	6-8	Page Ref.
b. Pitch (cont'd)					After each story is read, discuss the way the reader used inflection to convey mood and meaning.		
c. Rate		*	*	Have the children read a paragraph at a variety of speaking rates. Show them the way in which meaning changes with a change in rate. For instance, "Will you please come here?" can take on a number of different meanings depending on rate. Some attention may be paid to other factors affecting meaning by combining this activity with those on stress and inflection.		In conjunction with a literature lesson, ask the students to select sections which establish different moods such as excitement, tension, stillness. Have various students read the sections they have chosen. Discuss the rate of reading used to convey these moods.	
d. Rhythm		*	*		Have the class prepare a short choral reading program utilizing limericks. Then have them study the rhythm pattern and create some of their own limericks. Discuss how the rhythm of limericks adds to their humor.	Give the children several readings of a single passage demonstrating a number of rhythm patterns such as jerky, monotonous, etc. Lead them to understand that rhythm refers to a recurrence in time of vocal change. Then have them read poems to each other establishing and maintaining rhythm.	
		*	*		Have the children select poems which are not subtle in their mood or meaning and which contain many possibilities for vocal variety (e.g., "The Congo" by Vachel Lindsay). Have a few readings of the poem and compare the variations between the readings as to their volume changes, pitch changes, rate changes, etc.	Write a sentence such as the following on the chalkboard: He is a smart boy. Call on various children to read the sentence giving it different meanings such as: but he acts stupid but his brother is not he is unbelievably smart	

SPEAKING	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			Page Ref
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	
d. Rhythm (cont'd)						he's smart in spite of what is said to the contrary Discuss techniques used to vary the meaning of the sentence.	
e. Understand and Use Correct Articulation and Pronunciation	*	*	*	Use oral reading and choral speaking activities to encourage adequate articulation and pronunciation. Stories and nursery rhymes that emphasize a specific sound lend themselves well to this activity.	Have the children practice tongue twisters to gain facility in articulation and pronunciation. Have them combine their efforts with rate change. Lead them to recognize that too rapid production may lead to difficulties in pronunciation and articulation.	Assign the students the preparation of a two-minute newscast, and tape record these as they are being presented. Elect a team of listeners to analyze the pronunciation and articulation of the student newscasters. Ask this team to note difficulties such as dropped endings, omitted syllables, substituted vowels, and incorrect accents. Discuss these with the students. Then have each student practice those words and phrases with which he had difficulty, retape his speech, and compare his second attempt to the original.	
f. Make Effective Use of Delivery Aids	*	*	*	Have the children give talks in which they are required to use charts, pictures or other implements to aid their delivery. Discuss how these may be used most effectively.		Ask the students to analyze the use of visual aids by the weatherman on television. How does he use maps, charts and/or graphs in describing weather conditions throughout the area?	

SPEAKING GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES/ACTIVITIES K-2	3-5	6-8	Ref
f. Delivery Aids (cont'd)						How and where does he stand when he points to conditions indicated on these items? To what extent does he maintain effective eye contact with his television audience while shifting his gaze from them to the materials he must use in his presentation?	
C. CONTENT IN SPEAKING 1. Express a Complete Thought Orally	•	•	•	As the children enter the classroom, encourage them to talk to you about anything that might have happened since the previous day. Then, after the group has settled, invite individual children to share their news with the class by asking leading questions such as: Charles, what happened to you yesterday? Betty, what did I notice about you this morning?	Provide complete sentence pattern drills for the children. Start by orally giving the children a pattern and then have them construct similar sentences. Example: Pattern: I have a bike. Responses: I have a doll. I have a truck. Put enough words on slips in an envelope so that there is one word for each child. Have each child select a word from the envelope and use it in an oral sentence. Later the children may be encouraged to create oral stories around the words selected.	Ask various students to tell the class about a book that they have recently read. Tape these as they are being presented. Then have the class analyze these in terms of thoughts and ideas presented. Questions such as the following might be considered. Did the speaker give enough information so the listener would know what kind of book was being discussed? Did the speaker convey his thoughts and reactions to the audience? Did the speaker leave his listeners wondering what he was trying to say? Those talks which were found to be incomplete may be reworked, retaped, and compared with the original.	

SPEAKING	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			Page Ref.
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	
2. Recognize and Use a Main Idea and a Central Theme	•	•	•	Give each child an action picture that clearly conveys a main idea and a sufficient number of details to support it. Provide time for the children to examine their pictures and then ask each child to tell what his picture is about and to mention two or three things which explain what is happening. Example: My picture shows a lady losing her groceries. The bottom of the bag broke and everything fell out.	Read to the class a paragraph with a clearly stated main idea followed by details which support this main idea. Discuss the paragraph with the children pointing out how the details explain the stated idea. Then guide the children in preparing brief talks in which the main idea is stated, followed by sentences which develop this idea. Topics such as the following lend themselves well to this type of activity. Life in Colonial Days Pets My Favorite Game	Present the students with a scrambled outline. Have them order the outline and derive a title which will serve to identify the central theme about which the various ideas revolve. Discuss how the main ideas listed relate to each other and to the central theme. Have several students present speeches using the outline. Evaluate the statement of the theme and main ideas in each presentation.	
3. Speak With a Clear, Exact and Vivid Language	•	•	•	During discussions and show & tell time, encourage the children to correctly name objects and actions. If the child does not know the correct word give it to him and encourage him to use it.	Discuss with the class the role of vivid language in speaking and the manner in which such language affects a listener. Then show slides of interesting scenes and objects and have various pupils give two or three descriptive sentences concerning the picture. Compare several of the samples offered and lead the pupils to decide which is the most vivid description.	Tape a sports broadcast. Ask students to discuss reporting of sports event. Did reporter use vivid language to convey color and excitement? Ask students to do similar reporting. Have class compare the two.	
4. Recognize and Utilize Patterns of Organization	•	•	•	To the teacher: Follow patterns that have been developed in Composition Strand, VII.			

Page 12

III.

READING GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page Ref. fo Activities
A. MULTISENSORY READINESS SKILLS							70 71
1. Auditory Skills							
a. Acquire Auditory Discrimination	•	√		Given orally two or more words, the student designates whether they sound the same or different.			
b. Expand Auditory Memory	•	√		Given orally a sentence and given orally the same sentence incomplete, the student says the missing word.			
c. Reproduce Auditory Stimuli	•	√		Given a short rhythmic tapping sound pattern, the student taps the same pattern.			71
d. Acquire Listening Comprehension	•	√		Given orally an untitled selection and given orally two or more possible titles, the student says the title that is the most appropriate.			72
2. Oral Language							72
a. Acquire Oral Language Skills in Semantics	•	√		The student will describe any object of his choice using appropriate English.			
b. Discriminate Between Different Letters, Letter Clusters, and Sounds Auditorally	•	√		Given orally the sound of letter clusters, the student can distinguish whether they are the same or different.			
c. Acquire Oral Language Skills in Syntax	•	√		The student will be able to speak in complete sentences appropriate to his age level.			

READING	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
d. Acquire Oral Structure Language Skills	•	√		The student will be able to utilize correct oral structure appropriate to his age level.			
3. Body Awareness	•			Given orally the name of a body part, the student will point to it on himself.			73
4. Visual Skills							74
a. Develop Visual Perception	•			Shown two words, the student will be able to tell whether they are the same or different.			
b. Develop Visual Memory	•			Given a flash presentation of objects, the student identifies them.			74
c. Develop Visualization Skills	•			Given a number of objects seen from different perspectives, the student says they are the same.			
5. Coordination Skills	•			Given a pencil, the student copies a simple picture.			
B. DECODING SKILLS							75
1. Recognize and Use Letters of the Alphabet	•	• (3)		Given a word in manuscript, the student says the names of the letters in the word in order of occurrence.	Given a word in cursive script, the student says the name of the letters in the word in the order of occurrence.		
2. Recognize Sound Symbol/Symbol Sound Relationships	•	√		Given orally and visually a word, the student designates its initial consonant.			75

READING	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
3. Apply Rules of Spelling and Mechanics	• (1)	•	•	Given a new word, the student says it and spells it.			
4. Recognize the Division of Words into Units of Meaning (Structural Analysis)	• (1)	•	•	Given orally and visually a word, the student designates its syllables.			
C. VOCABULARY SKILLS							
1. Incorporate Listening and Speaking Skills into Reading Vocabulary	• (1)	•	•	Given a word from a familiar book, the student reads it orally.	Given a familiar word, the student says a sentence using it.	Given a picture, the student describes it using words from a prescribed vocabulary list.	
2. Recognize and Use							
a. Synonyms	• (1)	•	•	Given a word, the student says a synonym.	Given a selection containing two or more synonyms, the student designates synonyms.	Given a sentence with a specified word and given a thesaurus, the student writes a synonym.	
b. Homonyms	• (1)	•	•	Given a word, the student says a homonym in a sentence.	Given a group of words, the student designates those which are homonyms.	Given one or more sentences, the student designates the homonyms.	76
c. Antonyms	• (1)	•	•	Given a word, the student says an antonym.	Given three or more words, the student designates those which are antonyms.	Given a sentence with a specified word, the student designates two antonyms for the word.	

READING	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
3. Words and Context	•	•	•	Given a sentence, the student designates the appropriate word.	Given an incomplete sentence, the student designates the missing word.	Given a sentence with a multi-meaning word, the student designates the meaning of the word.	76
4. Recognize Historical Origins		• (5)	•		Given a sentence with a new word and given its entymology the student writes a definition of the word. biped - 2-footed animal	Given a selection, the student designates the word or phrases whose meanings have changed since the selection was written.	
5. Recognize and Use Non-literal Language	• (1)	•	•	Given a selection containing both literal and figurative passages, the student designates the literal passages.	Given a figure of speech, the student says its meaning.	Given two or more sentences, the student designates the idiomatic expression.	76
6. Recognize Denotation, Connotation, and Nuance	•	•	•	Given an incomplete sentence, and a group of words, the student selects the appropriate word.	Given two or more incomplete sentences and given two or more words with similar meanings but different connotations, the student designates the missing words.	Given two or more incomplete sentences and given two or more words with similar meanings, the student designates the missing words.	
7. Use a Systematic Continuing Method of Word Study to Increase Vocabulary	•	•	•				
D. COMPREHENSION SKILLS							77
1. Literal Comprehension	•	•	•				
a. Identify Main Ideas or Major Concepts				Given orally an untitled selection, the student says the title.	Given a selection, the student writes its main idea or major concept.		

READING	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Pag
b. Find and Relate Details	• (1)	•	•	Given a selection and given a question about a detail in the selection, the student designates the answer.	Given a selection, the student lists its details.		
c. Recognize Sequence of Ideas	• (1)	•	•	Given a selection, the student says the main events in the order of occurrence.	Given a selection, the student writes the ideas in the order of occurrence.	Given a selection, the student writes a statement explaining why the order of events is effective.	78
2. Interpretation							
a. Understand Relationships	•	•	•	Given three or more words, the student designates the logically related words.	Given three or more statements the student designates the logically related statements.	Given two or more words, statements, or passages, the student writes why or how they are logically related.	
b. Understand Analogies	•	•	•	Given the elements of an analogy, the student designates the relationship of its elements. (e.g., cat:kitten dog:puppy)			78
c. Recognize Cause and Effect	•	•	•	Given a description of an event, the student designates the probable cause(s) of the event.	Given a situation involving cause and effect, the student designates the cause and effect.	Given a hypothetical situation, the student writes about the probable consequences.	79
d. Make Inferences	• (1)	•	•	Given a selection, the student designates the inference to be drawn from it.	Given a selection and given a question, the student designates the answer on the basis of inferences drawn from the selection.	Given a hypothetical situation, the student designates inferences to be drawn from the situation.	79
e. Interpret Figurative and Descriptive Language	•	•	•	Given a poem, the student designates the sensory images.	Given a descriptive selection, the student designates the sensory images.		

READING	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Pag
f. Recognize and Interpret Emotional Reactions: Mood, Feeling, Imagery	•	•	•	Given a selection, the	student designates the emotion described in it.		
g. Understand Dramatization	•	•	•	Given a situation, the character.	student designates the emotional reactions of the		
h. Identify and Arrive at Conclusions and Generalizations	•	•	•	Given a selection, the to be drawn from it.	student designates the most logical conclusion		
i. Compare and Contrast Information and Ideas		•	•		Given two selections similar in theme, the student designates the similarities and differences in the selections.		
j. Evaluate Ideas and Information		•	•		Given a selection, the student designates the conclusion drawn by the author.		
k. Develop Critical Reading Skills		•	•		Given a familiar book, the student writes his comments and criticism of the book.		
l. Develop Oral Reading Skills	•	•	•	Given a selection, the student reads it orally with expression.	Given a selection, the student reads it orally, interpreting the author's intent.		
3. Attitude Toward Reading a. Take proper care of reading materials. b. Read for enjoyment. c. Appreciate reading. d. Relate personally to reading.	•	•	•		Given books on appropriate level, the student reads one or more chosen by himself.		
				Given one or more books about the books.	chosen by himself, the student designates what he liked		

IV.
LOCATION AND STUDY SKILLS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page Ref.
A. REORGANIZE AND USE TEXTBOOK AIDS 1. Title Page	•	√	√	Given a book, the student points to its title page.			
2. Table of Contents	• (1)	•	√	Given a table of contents, the student locates a specific story or chapter.			
3. Section Heading		•	•		Given a chapter from a textbook, the student locates the section heading and says what the section is about.		
4. Index		•	•		Given instructions to do so, the student points to the index and describes its use.	Given an index and a topic, the student finds the pages dealing with the topic.	
5. Appendix			•			Given a book with an appendix, the student locates specified information.	
6. Chapter Overview			•			Given a chapter, the student points to the overview and describes its function.	
7. Chapter Summary		•	•		Given a book, the student points to a chapter summary.	Given a chapter, the student writes a summary.	
8. Introduction, Forward, Preface		•	√		Given a book, the student points to the introduction, forward, and preface, and describes the function of each.		
9. Bibliography			•			Given a bibliographical reference, the student describes the information given in the reference.	

LOCATION AND STUDY SKILLS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
10. Glossary		•	•		Given a glossary, the student says the contents and functions of it.	Given a page from a textbook, the student locates its definitions in the glossary.	
11. Footnotes			• (7,8)			Given a footnote, the student locates the passage to which the footnote refers.	
12. Graphs			•			Given a selection with specified data, the student locates the graph that corresponds to the data.	
13. Diagrams			•			Given a selection with a diagram, the student describes the information given in it.	
14. Charts			•			Given a chart, the student writes a summary of the information on it.	
15. Pictures	•	•	•	Given a selection with specified data, the student locates the picture that corresponds to the data.	Given a selection with a picture, the student says the function of the picture.	Given a picture, the student writes a summary of the information in it.	
16. Pronunciation Key		•	•		Given a dictionary with a pronunciation key, the student says the pronunciation of the symbols in the key.	Given a new word and given its dictionary pronunciation, the student says the word.	
17. Table of Abbreviations		•	•		Given a table of abbreviations and given an abbreviation, the student writes the word for which the abbreviation stands.	Given a word, the student locates its abbreviation in the dictionary.	

LOCATION AND STUDY SKILLS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
18. Marginal Notes			•			Given instructions to do so, the student says the contents and functions of marginal notes.	
19. Suggested Reading			•			Given a textbook, the student points to its list of suggested reading.	
20. Etymology			•			Given a word, the student locates its etymology in a dictionary.	
B. IDENTIFY AND USE LIBRARY RESOURCES		•	•		Given a diagram of a library, the student points to the reference desk, book sections, periodical sections, card catalogue, and check-out desk.		
1. Card Catalogue		•	•		Given a library catalogue, the student points to the name of the author, title of the book, and the call number.		
		•	•		Given the title of a book, the student locates the book in the card catalogue and writes a check-out card.		
		•	•		Given the name of an author, the student locates in the card catalogue the title and call number of one or more books by that author.		
			•			Given a book, the student points to its proper location on the library shelf.	
C. IDENTIFY AND USE OTHER SOURCES OF INFORMATION 1. Dictionary a. Sections		•	✓	Page 21	Given a dictionary, the student locates its sections.		

LOCATION AND STUDY SKILLS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
b. Alphabetical Order	*	*	✓	Given three or more words beginning with the same letter, the student writes the words in alphabetical order.			70
c. Synonyms and Antonyms			*			Given a word, the student locates a synonym and antonym in the dictionary.	
d. Guide Words		*	✓		Given a list of words and given a pair of guide words, the student writes the word which would be found between the guide words.		
e. Multi-meaning Words		*	*		Given two sentences with a specified multi-meaning word, the student locates the word in the dictionary and copies the meaning appropriate for each sentence.		
f. Diacritical Marks		* (5)	*		Given a word, the student says the meaning of its diacritical marks.		
g. Locating Pronunciation and Definition		*	*		Given a new word, the student locates the pronunciation and definition in the dictionary.		
h. Phonetic Spelling		*	*		Given a word, the student designates its phonetic spelling.		
2. Encyclopedia		*	✓		Given an encyclopedia, the student locates an entry on a topic.		
			*			Given the title of a map, the student locates the volume number and page number of the map in an index of maps in the encyclopedia.	
		* (4)	*		Given an encyclopedia, the student locates the answer to a question and writes the answer.		

Page 22

LOCATION AND STUDY SKILLS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
3. Periodicals			*			Given a magazine, the student locates the frequency of its publication, its issue number, volume number, name of editor and publisher, table of contents.	
4. Newspapers		*	*		Given a current event, the student locates a related newspaper article.		
			*			Given a newspaper, the student points to its index, a classified ad, an editorial, weather report, sports page, syndicated column, a caption, and a headline.	
5. Atlas			*			Given the name of a place and given the index of an atlas, the student locates the place on a map.	
6. Maps		*	✓		Given a map, the student points to its legend, its scale, and the meaning of the colors.		
7. Graphs			*			Given a line graph, a bar graph, a circle graph, the student names the kind it is.	81 82
8. Picture File		*	✓		Given a picture file, the student locates a picture for a specified topic.		

LOCATION AND STUDY SKILLS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
D. USE EFFECTIVE STUDY PROCEDURES	*	*	*	Given an oral direction, the student will be able to repeat it and follow it.	The student will be able to follow them in order.	to read directions and	
1. The student will be able to repeat, give, and follow oral and written directions. (Oral and Written Directions)	*	*	✓	The student, given oral directions, will repeat them to another student who will follow the directions.			82
	*	*	✓	Given any short oral command, the student will follow its direction immediately.			82
	*	*	*	Given a series of oral directions or commands, the student will follow them in sequence and complete them within a given time limit.			82
	*	*	✓	Given one or more tasks with written directions, the student follows the directions.			82
		*	*		Given self-directed instructional materials, the student says how to use them.		82
		*	*		Given a page of instructions, the student will read the directions carefully, follow them exactly, in order, and complete the directions within a given time limit.		82
		*	*		Given a simple geometric puzzle with a diagram of the final result, student A will direct student B, who does not have the diagram, to put an exact copy of that puzzle together.		82
2. Increase Reading Speed		*	*		Given periodic practice in timed reading, the student will increase his reading speed.		
			*			Given a selection, the student reads it silently (self-timed) and then writes an outline of it.	

LOCATION AND STUDY SKILLS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
3. Classify Materials	*	*	*	Given two or more classes, the student designates members of the classes. (i.e., animals-cat,dog).		Given visually two or more items (i.e., words, statements, data), the student designates a logical system for classifying them.	
4. Answer Questions	* (1)	*	√	Given instructions to do so and given a question concerning facts in a selection, the student designates the answer.			
5. Gather Inferences			*			Given a selection containing facts and given two or more conclusions, the student writes about whether the facts warrant the conclusions.	
6. Draw Conclusions			*			Given statistical information and given two or more conclusions, the student designates which conclusions are supported by the data.	
7. Outline Materials Read			*			Given a selection, the student writes an outline of it.	
8. Illustrate Data			*			Given a set of data, the student designates the most appropriate form (i.e., table, chart, diagram, type of graph) for illustrating the data. He then illustrates it.	
E. GIVEN ANY WRITTEN MATERIAL THE STUDENT WILL READ IT AND SUMMARIZE THE CONTENTS.		* (4)	*		Given a selection, lecture, discussion, play or film, the student writes or says a summary of it.		
		*	*	Page 25	Given a factual report, the student will summarize its contents.		

LOCATION AND STUDY SKILLS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
E. Cont'd		•	•		Given reading of suitable difficulty and length (reading material geared for the age group and ability you are teaching) the student will state (summarize) its main ideas, facts or concepts.		
		•	•		Given a set of facts pertaining to one subject, the student will organize it by writing one sentence or a short paragraph which describes the entire set of facts.		
F. NOTE TAKING The student will be able to take notes under various conditions and for various purposes. 1. Oral Presentations	• (1)	•	•	Given directions to do so, the student will write down key words as he listens to oral communication by his peers.	Given directions to do so, the student will be able to take notes in phrases and/or sentences, will use abbreviations, will omit unimportant words (the, a, an) when listening to oral communication.		83
2. Written Presentations		• (4)	•		Given a paragraph, the student will read the paragraph and be able to take notes on the material, using his own words to do so.		84
G. CREATING AN OUTLINE The student will be able to logically arrange written material.	•	•	•	Given a set of unordered topics, the student will arrange them into logical groups, i.e., related groups.			
1. Reduce Material to a Brief Heading	•	•	•	Given an untitled selection, the student will compose a title appropriate to its content, considering major ideas in the selection.	Given a series of supporting ideas, the student will supply a heading appropriate to their content.		
2. Use Outline Form	• (2)	•	•	Given a series of scrambled sentences, the student will arrange them in sequential order.		The student will construct an outline sketch.	

LOCATION AND STUDY SKILLS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
G. 2. Cont'd			•			Given any written passage, the student will arrange the main facts of the selection into outline form that meets specified criteria.	
			•			Given a series of related paragraphs, the student will outline their contents using at least two levels for the topics within their outline.	
			•			Given a reading passage, the student will divide it into sections appropriate to its content and give each section a sub-title.	
			• (7-8)			Given an article, the student will outline in topic form its main points.	
			• (7-8)			The student will outline any given material in such a manner that he can accurately reconstruct main ideas of the article, using only his outline, on the following day.	
H. PERSONAL STUDY TECHNIQUES 1. The student will demonstrate that he can study alone. SQ3R* *Skim or Survey Question Read Recite Review		• (4)	•		The student will be able to explain the SQ3R* method of study by explaining the meaning of each number and letter and what activity each represents.		
		• (4)	•		Using SQ3R, the student will survey and question any given article. He will write down his questions.		
			•			The student, after reading any given article which he has previously surveyed and questioned according to the SQ3R method, will orally recite answers to the questions he has formulated.	
			•			Given any study material and a study period, the student will take notes on the material with the intent of explaining it to another student. He will then explain the material to the second student and answer that student's questions.	

V.
INDIVIDUAL
WORD FORMS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page Ref.
A. Verbs	• (1)	•		Given a list of verbs which form their past tense by adding the suffix ed, the student will write the simple past tense form of the verb.			
	• (2)	•	√	Given a list of verbs which form their past tense by doubling their final consonant and adding ed, the student will write the simple past tense forms of the verbs.			
	• (2)	•	√	Given a list of verbs which form their past tense by adding d, the student will write the	past tense forms of the verbs.		
	• (2)	•	√	Given a list of verbs which form their past tense by adding ed to a stem in which y first	changed to i, the student will write the past tense forms of	the verbs.	
		•	•		Given a list of verbs which are irregular in the past tense, the student will be able to write the past tense.		
			•			Given any verb (regular or irregular), the student will be able to write its past tense.	
			•			Given any verb which forms the present third person singular by the suffix s, the student will write the verb in the third person singular present.	
		•	•		Given any verb ending in ss, sh, ch, or x, the student will write its third person singular present.		
		•	•		Given a verb ending in a consonant + y, the student will be able to write its third person singular present.		

30

INDIVIDUAL WORD FORMS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
A. Verbs (Continued)			•			Given sentences, the student will write the progressive tense of each verb by adding the appropriate form of be + v + ing.	
	• (1)	•	√	Given any one syllable verb that forms its ing form by doubling its final consonant and adding ing, the student will write the ing form.			
		•	•		Given any verb ending in a consonant + e, the student will write its ing form.		
		•	•		Given any verb, the student will be able to write its ing form.		
B. Nouns	• (1)	•		Given any noun which forms its plural by adding the suffix s, the student will write the plural form.			
	• (1)	•		Given any noun that forms its plural by the suffixes es, the student will write the plural form.			
	• (1)	•	√	Given any noun with a final y preceded by a consonant, the student will write the plural form of the noun, replacing the y with i and adding es.			
		•	•		Given any noun with a final y preceded by a vowel, the the student will be able to write the plural form, s.		
		•	•		Given any noun ending in f or fe, the student will change the f to v and add the plural form, es.		
		•	•		Given nouns which have irregular plural form, the student will be able to write that plural form.		

INDIVIDUAL WORD FORMS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
B. Nouns (Continued)		•	•		Given a noun whose plural form is the same as the singular, the student will be able to write the plural form.		
			•			Given a hyphenated compound noun, the student will be able to write the plural form.	
			•			Given a list of numbers, letters, or abbreviations, the student will write the plural by adding an s.	
			• (7,8)			Given an uncountable noun, the student will match the noun to the expression of quantity which is most suitable to that noun. (i.e., amount)	
C. Possessives		•	•		Given a singular noun not ending in s, the student will write the possessive form.		
		•	•		Given any plural noun, the student will supply its possessive form.		
		•	•		Given a singular noun ending in the letter s, the student will supply its plural form.		
		•	•		Given any noun whose plural form is irregular, the student will be able to write the possessive form.		
D. Word Parts			•			Given a root with a prefix, the student will identify the prefix and define it.	85
			• (7,8)			Given a word made up of a root with a prefix, the student will define the root and prefix.	85
			• (7,8)			Given a list of roots and a list of prefixes, the student will make words by combining the roots and prefixes, then define the words they have made.	85

INDIVIDUAL WORD FORMS	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
D. Word Parts (Continued)			• (7,8)			Given a root with a noun suffix, the student will be able to identify (1) the part of speech of the root, (2) the part of speech of the new word (root + suffix), and/or (3) define the new word.	85
			• (7,8)			Given a verb composed of a root with a verb suffix, the student will be able to (1) identify the suffix, (2) give a possible root from which the verb was made, and (3) define the verb.	85
			• (7,8)			Given a word (that can be made into a verb by adding a verb suffix), the student will add the proper verb suffix to make it a verb, with or without a list of possible verb suffixes.	85
			• (7,8)			Given an adjective composed of a noun and an adjective suffix, the student will be able to (1) identify the suffix and root, (2) define the word, (3) give the part of speech of both the original word and its root.	85
			• (7,8)			Given a noun - with or without a list of selected adjective suffixes - the student will be able to make an adjective from that noun.	85
			• (7,8)			Given an adverb composed of a stem and an adverb suffix, the student will be able to identify (1) the adverb suffix and stem, (2) the part of speech of the stem from which the adverb was formed, (3) the suffix, if any, remaining on the stem and its type (i.e., noun, adjective, adverb), and (4) the root from which both the original adverb and the remaining stem were formed.	85
			• (7,8)			Given a root or stem, with or without a list of adverb suffixes, the student will be able to make an adverb and use it in a sentence as an adverb.	85

INDIVIDUAL WORD FORMS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
E. Contractions	• (2)	•	✓	Given a positive contraction of a pronoun and the appropriate form of the verb <u>be</u> or the auxiliary <u>will</u>, the student will identify the two components of the contraction.			
	• (2)	•	✓	Given a set of sentences with a pronoun as the subject and a form of <u>be</u> and the auxiliary <u>will</u> in the predicate, the student will rewrite the sentence using a contraction.			
	• (2)	•	✓	Given a negative contracted with the verb <u>be</u> or auxiliary <u>will</u>, or the components that would make up a possible negative contraction, the student will be able to identify the components or combined components to make a contraction.			
	• (2)	•	✓	Given sentences containing a form of <u>be</u> or the auxiliary <u>will</u> and the word "not" in the predicate, the student will rewrite the sentence using a contraction.			
	• (2)	•	✓	Given sentences containing positive contractions of the verb <u>have</u> or the components that would make up a possible contraction, the student will identify the components or combine components to make a contraction.			
		•	•		Given a set of sentences containing positive and negative contractions of a modal + not (e.g., wouldn't) or the components that would make up a possible contraction, the student will identify the components or combine the components to form a contraction.		
		•	•		Given a set of sentences containing the constituents of possible contractions, the student will rewrite the sentences using contractions.		
F. Abbreviations	• (2)	•	✓	Given a list of abbreviations lacking capital letters or periods, the student will rewrite the abbreviations correctly.			

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
F. Abbreviations (Continued)	• (2)	•	✓	Given a list of abbreviations which require just a period, the student will write out the unabbreviated form of the word.			
			•			Given a list of abbreviations formed with an apostrophe, the student will write out the unabbreviated form of the word.	
			•			Given a list of acronyms lacking capital letters, the student will rewrite the acronyms correctly and identify the words which comprise them.	
			•			Given a set of sentences containing words which may be abbreviated, or which may be made into acronyms, the student will rewrite the sentences forming abbreviations or acronyms.	
G. Compound Words	• (1)	•	✓	Given sentences containing compound words, the student will identify the two separate words that form each compound word.			
		•	•		Given a list of definitions for specific compound words, the student will supply the word.		
		•	✓		Given a list of words which may be combined with each other in various ways, the student will discover at least three-fourths of the possible compound words.		
		•	✓		Given a list of numerals, the	student will write them out using a compound word.	

INDIVIDUAL WORD FORMS	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
G. Compound Words (Continued)			•			Given sentences containing unhyphenated compound words which normally have hyphens, the student will identify the compound words and rewrite them correctly.	
H. Syllabication Syllabication Rules: 1. The vowels in a diphthong represent a single sound and are not split up. 2. Double consonants that are not blends or digraphs are syllabicated between the two consonants. 3. Consonant blends are not split up in two syllables. 4. Consonant digraphs are not split up in two syllables. 5. Prefixes and suffixes form separate syllables. 6. Compound words are divided between the two words. 7. A two-syllable word with a single medial consonant whose preceding single vowel has a long sound is syllabicated between the	• (2)	•	√	Given an assortment of one and two syllable words, the student will identify the vowels and consonants in each word and tell which vowels are pronounced. (One syllable vowel or consonant should be used to represent a blend or diagraph.)			
		•	•		Given a list of two syllable words containing both identical and contrasting double consonants, the student will show his understanding of rule #2 by dividing the words into syllables, and labeling the vowels and consonants.		
		•	•		Given a list of two syllable words containing consonant blends, the student will identify the consonant blends and show his understanding of rule #3 for syllabicating words with consonant blends by dividing the words into their syllables.		
		•	•		Given a list of two syllable words containing consonant digraphs the student will identify the consonant digraphs and divide the word into syllables. (Rule 4)		
		•	•		Given a list of one and two syllable words containing diphthongs, the student will state the number of syllables and identify them. (Rule 1)		
	• (2)	•	√	Given a list of one and two syllable words containing vowel digraphs, the student will state the number of syllables and identify them. (Rule 1)			

INDIVIDUAL WORD FORMS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
Syllabication Rules (Continued) vowel and the medial consonant, the long vowel forming a separate syllable - open syllable.		•	√		Given a compound word, the student will divide it into syllables.		
8. A two-syllable word with a single medial consonant whose preceding single vowel has a short sound is syllabicated between the medial consonant and the following vowel.		•	√		Given a list of words containing prefixes and suffixes, the student will divide the word into its syllables.		
9. The suffix ed not preceded by d or t forms a separate syllable; otherwise, -ed does not form a separate syllable.			•			Given a two syllable word with a single medial consonant, preceded by a single long vowel, the student will identify the syllables and label the vowel long or short. (Rule 7)	
10. The single pronounced vowel may comprise a syllable.			•			Given a two syllable word with a single medial consonant preceded and followed by stressed short vowels, the student will divide the word into syllables. (Rule 8)	
11. The final syllable in a word ending in a consonant plus le is the consonant plus le.			•			Given a list of words containing the suffix ed not preceded by d or t, the student will divide the word into syllables. (Rule 9)	
			•			Given a list of words containing the suffix ed preceded by d or t, the student will identify the syllables. (Rule 10)	
			•			Given a list of words containing pronounced vowels which stand alone as a separate syllable, the student will identify the syllables. (Rule 11)	

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
H. Syllabication (Continued)		•	•		Given a list of words ending in le preceded by a consonant, the student will divide the word into syllables. (i.e., article)		
			•			Given a list of words and a list of the rules of syllabication, the student will divide the words into the syllables and match the rule which applies.	
I. Given any multi-syllable word, the student will identify the stressed syllable.		•	•		Given a list of words having from one to three syllables, the student will be able to (1) divide the word into syllables, and (2) place a stress mark over the syllable indicated.		
		•	•		Given a list of unfamiliar words divided into syllables and their stressed syllable marked, the student will be able to pronounce the words properly.		
			•			Given pairs of sentences with two syllable words whose primary accent shifts according to the part of speech, the student will identify the stressed syllable.	
			•			Given a list of two syllable words containing prefixes and suffixes, the student will identify the stressed syllable.	
			•			Given a list of unfamiliar words containing the suffixes ion, ity, ic, ica, ian, ial, ious, ive, tive, ior, the student will identify the stressed syllable either by placing a stress mark over the syllable or by pronouncing the word.	
			•			Given a list of words containing the suffix ate, the student will identify the stressed syllable.	

INDIVIDUAL WORD FORMS

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page
J. Given a dictionary and a list of modern words, the student will give the present meaning and the original meaning of the roots and the language from which they evolved.			• (7,8)	–	–	Given a dictionary and a list of foreign roots, the student will identify the origin of the words.	
			• (7,8)	–	–	Given a dictionary and a list of words, the student will identify the word from which it is derived, state its original meaning, and compare it to its present meaning (i.e., tell why the modern meaning of the word is appropriate or inappropriate in terms of the original meaning).	
			• (7,8)	–	–	Given a list of words that are unfamiliar to the student and borrowed by English from another language, the student will write the word, the language from which it is derived, its original meaning, and its present meaning.	

VI.

MECHANICS AND USAGE	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
A. CAPITALIZATION	• (1)	•		Given a set of sentences in which the first word is not capitalized, the student can identify those words which should be capitalized.	Given a set of sentences containing uncapitalized proper nouns, the student can identify nouns that should be capitalized.		
		•	•		Given a set of phrases containing nouns and adjectives that pose special problems in capitalization and five rules to follow, the student can identify those words which should be capitalized.		
		•	•		Given uncapitalized phrases or sentences, the student can capitalize all appropriate words in accordance with pre-specified criteria.		
			• (7,8)			Given passages which lack capitalization, some of which are quotations and poetry, the student will capitalize the passages in accordance with pre-specified criteria.	
			• (7,8)			Given the rules for capitalization and a set of sentences which lack capitalization, the student can rewrite each sentence using the appropriate capitalization and can identify the rule for each change by writing in the letters of the rule after the sentence.	

MECHANICS AND USAGE	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
B. PUNCTUATION	• (1)	•	✓	Given sentences which require either a period or a question mark, the student can punctuate each sentence correctly.	Given an oral sentence, the student can demonstrate his understanding that punctuation aids in translating the meaning of the spoken language by writing the sentence and supplying the correct punctuation for the meaning expressed.		
	•	•		Given a writing assignment, the student can employ terminal punctuation marks correctly.			
		•	✓		Given sentences, the student can identify each sentence by type and can supply the end punctuation required by each.		
1. Abbreviations	• (1)	•	✓	Given a list of days of the week, months of the year, and other time designations, the student can write the abbreviations.			
	• (1)	•	✓	Given a list of words that are commonly abbreviated, the student can write the abbreviations with correct punctuation.			
		•	✓		Given a list of commonly used abbreviations, the student can write the word(s) for which each abbreviation stands.		
			•			Given numbers in sentences, the student can spell out those numerals that should be so written and should not be numerically abbreviated according to specific rules.	

MECHANICS AND USAGE ; LEVELS				SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
1. Abbreviations (Continued)			• (7,8)			Given a list of scholarly abbreviations (for formal use) and a list of the terms for which they stand, the student can match term with abbreviation.	
2. Commas		•	•		Given a set of rules for the use of commas and a set of examples employing commas, the student can match the rule to the example.		
		•	• (6)		Given sentences containing series, the student can use commas according to specified criteria.		
			•			Given sentences, the student can use commas where needed (1) to set off parenthetical expressions and (2) to make clear those sentence elements that could otherwise be read incorrectly.	
			•			Given sentences containing various structures requiring commas (direct address, quotations, etc.), the student can use commas where needed.	
			•			Given a set of rules for the use of commas, the student can write sentences exemplifying each rule.	
			• (7,8)			Given a set of sentences containing compound elements and the rules for using commas, the student can supply commas where needed.	
3. Colon			• (7,8)			Given sentences, the student can demonstrate his knowledge of the correct use of the colon by employing it in accordance with specified criteria.	
4. Apostrophe			•			Given sentences, the student can demonstrate his knowledge of the correct use of the apostrophe by employing it in accordance with pre-specified criteria.	

MECHANICS AND USAGE	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
5. Quotation Marks		•	•	—	Given sentences, the student can demonstrate knowledge of the correct use of the quotation marks by employing them in accordance with pre-specified criteria.		
6. Underlining		• (4)	•	—	Given sentences, the student can demonstrate knowledge of the correct use of underlining (italics) by employing it in accordance with pre-specified criteria.		
7. Hyphen			• (7,8)	—		Given sentences, the student can demonstrate his knowledge of the correct use of the hyphen by employing it in accordance with pre-specified criteria.	
8. Parenthesis			• (7,8)	—		Given sentences, the student will demonstrate knowledge of the correct use of parentheses by employing them to enclose incidental or less important explanatory matter.	
C. INTEGRATED PRACTICE	• (1)	•	√	Given a printed story, the student can identify words needing capitalization and can indicate what punctuation is needed at the end of each sentence.		—	
	• (1)	•	√	Given sentences dictated orally, the student can write the sentences, applying the punctuation and capitalization needed.		—	
	• (1)	•	•	Given written sentences, the student can supply the punctuation and capitalization needed in the sentences.			
			•	—		Given written sentences (simple and compound) the student can supply the punctuation and capitalization in the sentences.	

MECHANICS AND USAGE	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
C. INTEGRATED PRACTICE (Continued)			• (7,8)			Given an oral conversation through dictation and instruction in paragraphing, the student can record the conversation in written form, observing and using established paragraph form and supplying the appropriate capitalization and punctuation.	
D. USAGE 1. Sentence Sense		•	•		Given word groups, the student can identify and correct sentence fragments and run-on sentences.		
			•			Given word groups, the student can identify run-on sentences and change them so that they will be correct sentences.	
			•			Given word groups, the student can identify and correct fragments to make them complete sentences.	
			•			Given word groups, the student can identify sentences and run-ons.	
2. Faulty Diction Given a word passage, the student can identify faulty diction, illogical, redundant, colloquial, or other inappropriate word usage.	•	•	•	Given sentences and choice of verbs, the student can select the correct verb to complete the sentences.		Given a sentence and a choice of words, the student can identify faulty diction. (7-8) Note: User is cautioned that although usage is important, dialect often plays a large part in a speaker's choice of diction. Examples may need to be changed to avoid such conflicts in certain parts of the country.	

MECHANICS AND USAGE	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
3. Subject-Verb Agreement	• (1)	•	•	Given a sentence and a choice of verbs, the student can select that verb which agrees with its subject.	Given sentences, the student can identify and correct those that contain subjects and verbs that do not agree.	Given sentences, the student can identify and correct such faults as ambiguous reference and remote reference. (8)	
		• (5)	•		Given sentences, the student can identify and correct those pronouns that do not agree with their antecedents.		
4. Precision in Expression			•			Given sentences, the student can substitute specific or concrete words for general or abstract ones.	
			• (7,8)			Given sentences, the student can identify and correct trite expressions.	
			• (7,8)			Given sentences, the student can identify and improve upon ambiguous or vague relationships expressed by conjunctions and prepositions.	
			• (8)			Given sentences of passive construction, the student will be able to substitute a more active construction, using the same verb.	
		•	•		Given sentences containing "general" or weak verbs, the student will be able to rewrite the sentence, using a specific or stronger verb.	Given sentences, the student can identify and improve upon clumsy repetition of different combinations of sounds (inappropriate to general prose writing) and inexact communication of ideas.	

MECHANICS AND USAGE	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
4. Precision in Expression (Continued)			• (7,8)			Given sentences, the student can identify and correct faulty idioms.	
E. SENTENCE PRECISION 1. Given a written passage, the student can identify and improve upon those expressions that are not exact: vague, weak, trite, overworked, and repetitious.			• (7,8)			Given sentences, the student can identify and correct double negatives and other unacceptable word combinations.	
			• (7,8)			Given sentences, the student can identify and correct redundancies, circuitous expressions, and overloaded sentences.	
			•			Given a sentence, the student can identify the omission of any key words and phrases and can supply the word or phrases necessary to clarify the meaning of the sentences.	
2. Given a written passage, the student can identify and improve upon sentences that lack unity, logical thinking, and correct subordination.		•	•		Given short, choppy sentences, the student can combine them into longer units in which the lesser ideas are properly subordinated.	Given sentences, the student can identify and correct those which make imcomplete and illogical comparisons and those which are awkward, obscure, or confused.	
			•			Given sentences in which coordination is improperly used, the student can revise each sentence, subordinating the less important ideas.	
			• (7,8)			Given sentences lacking subordination or containing excessive detail, the student can identify and correct them by relating unrelated ideas and/or by eliminating unnecessary detail.	

MECHANICS AND USAGE	LEVELS			SPECIFIC OBJECTIVES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
E. SENTENCE PRECISION 2. (Continued)			• (7,8)			Given sentences in which the main thought is incorrectly positioned or in which subordination is thwarted by the use of coordinating conjunctions, the student can make the necessary revisions.	
3. Given sentences, the student can identify and correct those which have misplaced or dangling modifiers, and/or contain needless shifts in point of view.			• (7,8)			Given sentences, the student can identify and correct needless shifts in point of view: tense, mood, subject, voice, person or number.	
			• (7,8)			Given sentences, the student can identify and correct misplaced modifiers by either moving the modifier and/or changing the modifier slightly.	

47

VII.
COMPOSITION

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES/ACTIVITIES K-2	3-5	6-8	Page Ref.
A. THE SENTENCE K-3 It is in the primary grades that children first learn to express themselves in writing. At all times their freedom of expression should be encouraged. Whenever possible, the teacher should base her teaching of the skills on the children's own oral expression, written work, or reading. In the primary grades the child learns to: 1. Understand and use basic sentence patterns. Recognize a complete pattern.	•	•		Given a simple question based on reading experience, the student will express answers in complete sentences.			86
2. Recognize the function of nouns and verbs in basic pattern.	•	•	•	Divide the class into two teams. Have one team give the name of a person and the other team respond by telling what the person does. Write these on the board and lead the children to see that they are complete sentences. Example: Bob runs. Mother cooks.	Given a group of sentences the student will be able to identify the nouns and verbs.	Given a group of sentences the student will be able to identify nouns, action verbs, state of being verbs.	86

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
3. Use word and sentence patterns.	• (1)	•	•	Give each student an envelope containing individual words taken from a reader. Example: Nouns: dog, toy, girl Verbs: ran, broke, looked Basic sight words: the, to, a, at The students will write as many different sentences as they can, using the words in the envelopes. The students will read their own sentences and discuss whether or not each sentence is complete.	On the board, list subjects* and predicates* such as: only a few children some of the teachers hurried off to the lunchroom played games on the school lot Lead the students to see that a basic written pattern usually needs both a subject and a predicate. Have the students then complete the incomplete patterns by writing their own subjects or predicates. *The teacher will wish to use formal terminology when students are ready.	Students will be able to distinguish between complete and incomplete sentences.	96
4. Use phrases to build sentences.	• (1)	•	•	Prepare phrases or groups of words on strips of colored paper. Prepare like phrases on paper of like color. Example: the boy, a dog, two children (nouns - on red paper) ran, walked, played, hurry (verbs - on blue paper) to the store, up the hill, in the yard, playing with a ball, going to school (phrase groups - on yellow paper)	Write on the chalkboard a sentence such as: The fando guarded the book <u>sim</u> the desk. or The man found the book _____ the desk. Have the students suggest words which may substitute for sim (or ____), such as: in, on, under, behind, over, inside Continue with other types of phrases.	Given a list of common prepositions, the student will be able to insert phrases into the sentence. The student will also be able to change the position of these phrases in the sentence to alter meanings.	

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
4. Use phrases, etc. (continued)				Have the students, in groups, compose four or five sentences at their desks, using the colored strips of paper.			
5. Distinguish between declarative and interrogative sentences.	• (1)	√		Given a sentence, the student will be able to place the proper punctuation, comma or question mark, at the end of the sentence.			87
6. Identify types of sentences: declarative interrogative exclamatory imperative		•	•		Given samples of the four kinds of sentences, students will identify and explain their use.		
7. Use words and phrases to <u>expand</u> sentence patterns.	• (1)	•	•	Using oaktag, supply words and groups of words to fill in spaces left out on oaktag. Have children put choices in appropriate position.	Have three piles of words and groups of words in the front of the room. If appropriate, label these adjectives, adverbs, and phrases. Ask children to write simple core sentences. Then ask children to <u>expand</u> their sentences by coming up and selecting from each pile examples of adjectives, adverbs, and phrases and by placing or <u>adding</u> their choices in appropriate position.	Students will be able to expand sentences through the use of words and phrases.	

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
7. Expand sentence patterns (continued) Expand basic patterns by using clauses.			• (7,8)			Students will be able to expand sentences through the use of and identification of clauses.	
8. Use pronouns.	• (1)	•	•	Write pronouns on pieces of oaktag. Using sentences on the chalkboard, have a child come forward and place the correct oaktag under its corresponding noun. Example: Mary and John went to the (She) (He) (They) window.	Students will be able to recognize a pronoun in a sentence and indicate the noun to which the pronoun refers.		
9. Understand and use the process of compounding. Compound subjects and predicates. Combine sentence patterns by compounding.	• (1)	•	•	After reading a story, have the children answer such questions as: What two things did Dick learn by his experience? Have the children say simple sentence answers for each thing Dick learned. Example: He learned to be honest. He learned to work hard. Have the children combine the two sentences. Example: He learned to be honest and to work hard.	Reinforce the concept of writing compound sentences by having the children write out sentences to questions which require compound sentence answers, such as: What is one difference between a chair and a bed? You sit on a chair, but you lie down on a bed.	Have the students write pairs of simple sentences. Examples: The boy ran home. His friends remained behind. The boy ran home. His friends followed him. Have the students identify the S-P in each sentence. Next, have the students combine the sentence using and, but, or, nor. Examples: The boy ran home, but his friends remained behind.	

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
9. Compounding (continued)						The boy ran home, and his friends followed him. Have the students discuss the use of the conjunction in combining the two sentences and the function of the comma.	
10. Understand and use the process of subordination. Combine sentence patterns by subordination.	• (1)	•	•	Provide a list of words on the bulletin board, such as: Time: when, until, after Place: where, there Reason: because, so that Result: then, as a result After the children have read a story, ask them pairs of questions, such as: What was the last event in the story? What happened just before the last event? Ask the students to combine the two sentences (the answers) using subordination.	Repeat activity and similar activities that were suggested previously. Employ, when possible, students' writing.	Provide the students with pairs of sentences, such as: The students wandered around the halls. They were tardy. Have the students combine the sentences by subordinating the second sentence in the subject of the first sentence, such as: The tardy students wandered around the halls.	
11. Develop style.	• (1)	•	•	Given a sentence or a short paragraph and directions to do so, students will be able to substitute words for better word choice.	Students will be able to vary sentences by combining sentence parts and/or rearranging them.	Students will be able to build complex sentences and will be able to use options in combining sentences.	87

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
B. ORGANIZATION AND DEVELOPMENT OF THE PARAGRAPH K-3 The organization and development of composition skills at the primary level are an integral part of the language arts program. Children at this level are taught the basic skills necessary for insuring success at later stages in development. It is necessary for the teacher at this level to be familiar with the material at all levels so that the program may be adapted to the particular needs of the children and of the school. 1. Understand unity and coherence.	• (1)	•	•	Select main idea. Relate supporting materials to main idea. Use connectors. Give children a list of sentences, such as: My favorite food is ice cream. I like ice cream on pie. I like cherry ice cream the best. Next week we are going on a picnic. My brother lost his ice cream cone. On Saturday I can't wait for the ice cream man. Have the children select from the list, only those sentences which they would put in a paragraph entitled "My Favorite Food." Next, have the children write the title and use the selected sentences to write a paragraph. Project samples on a screen, or provide duplicate samples. Lead the children to understand the skill of writing about one main idea.	Develop topic sentences. Use linking expressions. Have the children revise scrambled paragraphs which contain irrelevant sentences, such as: Baby opossums are unusual animals. The young are smaller than honey bees. The young are born. The young somehow are able to get into their mother's pouch. They depend on their mother for protection. My mother has an opossum fur coat. Have the children read the passage, underline the main idea (topic) sentence, and cross out any sentence not directly related to the main idea of the passage. Then, have the children rewrite the passage combining the sentences and relating them to the topic sentence.	Use transitional devices. Unify ideas. Reinforce linking expressions. Present the pupils with a broad, undefined topic. Elicit as many and as varied ideas on the topic as possible. Then have them write a paragraph selecting from the ideas mentioned those which will combine to develop one main idea. Stress the importance of using linking expressions.	87 88 89 90 91

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
2. Understand and organize by time order.	• (1)	•	•	Recognize and list events in chronological order. Review a familiar story with the children. List on the chalkboard, in sentence form, incidents from the story as they are mentioned by the children. Then, write time signals, such as: first, next, later, and finally on oaktag cards. Have the children match the cards to the list of events. Lead them to understand how the time signals help us to understand the story.	Use time signals. Organize by time order. Write on the chalkboard such time signals as first, next, later, after, and finally. Ask the children to write a paragraph in which they use one of these words.	Use time order effectively. Have the students rearrange a scrambled time sequence, such as: They entered the space capsule and fastened their seat belts. They were counted down. They boarded the van and were driven to the launch pad. The two astronauts suited up. They checked the instrument panel. They rocketed into space. They rose to 460 feet in the elevator. They entered the elevator. Have the students arrange the sequence into a coherent time order by numbering the sentences. Then have them write the paragraph using time words such as: first, after, then, next, when, while, and finally. Encourage the students to use subordination and compounding for clarity and emphasis.	91 92 93

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
3. Understand and organize by cause and effect.	* (1)	*	*	Recognize cause and effect. Provide the children with unordered sentences, such as: The snow was very deep. The car got stuck. The snowplow had not yet cleared our street. Father drove the car out of the driveway. Have the children rearrange the sentences in a more effective order. Lead the children to understand the cause-and-effect patterns involved. Then direct them to write the paragraph using appropriate connectors.	Understand relationship between cause and effect. Develop cause and effect in writing. After the children have read a selection which clearly shows cause-and-effect relationships, ask the children a question, such as: What happened at the end of the selection? Through discussion lead the children to a full understanding of what happened. Now have the children suggest the causes which explain why the event happened. List these on the chalkboard in order of occurrence. Have the children write a paragraph in which they use the listed causes to explain, in their own words, why the event happened. On the chalkboard write sentences, such as: I was sent to bed early. The cat scampered up the tree. I became quite frightened. The car hit the tree. The man chased the boy. Then have each child select a sentence and write it at the bottom of a piece of paper. Have the children think of a	Determine results through causes. Use cause and effect to develop an idea. On the chalkboard write sentences, such as: A stitch in time saves nine. A bird in the hand is worth two in the bush. It's the early bird who gets the worm. Have the students suggest experiences or observations which illustrate one of the sentences, such as: A stitch in time saves nine. I once lost three friends because I did not apologize to one. Last year I had trouble in mathematics. I did not do my homework at the beginning of the year. Discuss with the students the way in which these sentences illustrate the cause-and-effect relationship generalized in the original sentence. Then have the students write a narrative illustrating one of the original sentences. Duplicate samples of these and	

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
3. Cause and effect (continued)					story which might tell why the events in the sentence happened. Have the children list the details of their stories, then arrange their details in time order, and finally write.	have students evaluate them for development of the idea.	
4. Understand and organize by classification.	• (1)	•	•	Reorganize classification as a means of organization. Organize via similar characteristics. Cut oaktag into the patterns of a circle, a square, a triangle, and a rectangle. Prepare a display on the bulletin board. Next, ask the children to suggest objects in the classroom which are similar in shape to each of the oaktag figures, such as: the clock, a table top, a block, a musical instrument. Then have the children bring to class pictures of objects which are shaped like the oaktag figures. Tack these pictures under the oaktag figures. When a number of pictures has been accumulated, have the children group the pictures by subgroups, such as color, value, and function.	Identify sub-classes. Use classification as a means of organization in writing. List on the chalkboard in alphabetical order the children's suggestions of a variety of living things, such as: canaries, dogs, ducks, frogs, geese, guppies, hens, lions, lizards, panthers, robins, salmon, snakes. Then list categories into which these living things could be grouped: amphibians, birds, fish, mammals, reptiles. Provide the children with duplicated diagrams. Have them write the main title, the main subdivisions, and the specific names at the appropriate locations. Then project samples on a screen and help the children to correct their papers.	Use classification to develop an idea. Ask students to list characteristics of their families. Then have them list dominant characteristics of each member of the family. Have them write a paragraph which illustrates how separate characteristics of each contribute to over-all family characteristics.	

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
5. Understand and use definitions	• (1)	•	•	Recognize and use contextual definition. Write on the chalkboard sentences containing context definitions, such as: There were many books in the library. The blacksmith was hard at work making horseshoes. The horse trotted alongside the moving car. Ask the children if they can tell what the underlined word in each sentence means. Lead them to recognize that we can tell what these words mean because of the other information in the sentence.	Understand and use definition Use context definitions. Use contrast in context definitions. Introduce the concept of defining with contrasting context by writing sentences such as the following on the board. Although the meal was delicious, the dessert was inedible. After the storm passed and the wind stopped blowing, the lake once again looked placid. After a discussion of these sentences, provide the pupils with a list of words and ask them to write a word or phrase for each which either contrasts or is an opposite of the given word. From this list, sentences may be constructed which use contrasting context.	Use definitions. Develop logical definitions. Develop imaginative definitions. Have each student choose a term such as barn, county fair, dining, or doctor and list the personal connotations which the word has for him. Example: Dining Dining is done leisurely. Dining is frequently done in a restaurant. Have the students write imaginative paragraph definitions and then compare these with dictionary definitions. Help the students to discover the difference between literal and imaginative definitions and the relationship of both to style and tone.	57
6. Understand and organize by comparison and contrast.	• (1)	•	•	Recognize similarities and differences. Read two poems, one about summer and the other about winter. Discuss the differences between summer and winter. Have the children find pictures of these seasons, and point out	Compare similar items. Contrast similar items. Have the students use one of these ideas as the basis for a paragraph comparing and contrasting the two pictures.	Use comparison and contrast to develop an idea. Have the pupils examine reading selections which reveal comparison or contrast. Have them note the ways in which the writer maintains unity and coherence	93

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
6. Comparison and contrast (continued)				the similarities and differences. Lead the children to compare sentences which illustrate these similarities and differences. Write their sentences on chart paper and post them on the bulletin board with the pictures.		through the use of linking expressions, such as: on the other hand, also, unlike, similar to, but, however, nevertheless. After the students have read appropriate literary selections, have the students write at the top of their papers two subjects which they thought were similar or different, such as: True Son and The Butler Family Under their topics, have the students now write the main reason for the difference or similarity, such as: True Son did not view the white civilization in the same way the Butler family did. Now have the students list the supporting details of the differences or similarities and arrange these details in the most effective order. Finally, have the students write a paragraph or paragraphs following these general directions: Open with the difference or similarity. Develop with supporting detail. Close with the reason for the difference or similarity.	

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			Page
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	94
7. Organize by induction and deduction.	• (1)	•	•	Draw conclusions. Support an understanding. Have one child tell about his favorite television character without mentioning the character's name. Lead them to understand how they were able to guess the name by thinking of all the details. If a character is not identified, ask the children why they could not guess the name. Lead them to understand that a lack of details means that there is not enough information to make it possible to discover the name.	Build generalizations. Support generalizations. Review and reinforce the skill of organization and development by <u>deductive</u> patterns. Assist children to recognize the general-to-specific pattern in a simple problem. Provide the children with a general idea (generalization) by writing on the chalkboard a sentence, such as: Television heroes always win. Then review the concept of a general idea by assisting the children to suggest the names of television heroes that seem to fit the general statement. Write these names on the chalkboard and lead the children to understand that the broad statement covers many specific characters and situations. Next, have each child decide whether or not he agrees with the sentence by thinking of a specific television hero that fits the sentence. Have the children write a sentence at the bottom of a sheet of paper, indicating the specific subject and their own conclusions, such as: Mighty Mouse always wins.	Organize by induction. Organize by deduction. On the chalkboard write a general statement, such as: Athletes become good sportsmen. Have the students assume that they have been introduced to an athlete and, based on the above generalization, have them write three or four qualities they might expect the person to have, such as: He accepts a ruling even when it is against him. He does not cheat but always abides by the rules. He learns to give and take. He appreciates the efforts of others. Discuss these qualities with the students in light of their personal experiences and observations. Lead them to understand that if a generalization is true the specific details must develop directly from the general statement.	

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
7. Induction and deduction (continued)					Have the children list details which explain why they believe their conclusion is correct. Now have the children arrange their details in the most effective order and write a paragraph which begins with the general statement, is developed with the details, and closes with the specific conclusion already written at the bottom of their papers.		94
8. Recognize, understand and establish tone.	• (1)	•	•	Recognize relationships between word choice and attitude. Display two pictures of such things as spinach and ice cream. Ask children to supply words which express their attitudes toward each thing. Example: Spinach: hate it; avoid it; slimy; sour Ice Cream: like it; hunt for it; creamy; sweet Help the children to understand how the choice of words can reveal one's attitude toward the subject.	Recognize point of view. Have the pupils suggest minor mishaps they have personally encountered. Examples: A minor bicycle accident Failure to come home on time Results of a sudden shower Discuss one such incident from two points of view: that of an angry or disappointed parent and that of an apprehensive child. List on the chalkboard some of the words the parent would choose to describe the episode and some of the words the child would probably use. Next, have each child select a topic, decide on either the parent's or the child's point of view, and, then, choosing his words carefully, write an account of the mishap.	Recognize point of view. Write from different points of view. Write for tone. Understand tone. Have the students compare different accounts of the same thing, such as an encyclopedia description of a snake and that found in Dickinson's "A Narrow Fellow." Discuss with the students the differences in word choice and selection of detail in these two descriptions. Have the students write sentences about a subject assuming different points of view toward it. Example: An Automobile Wreck He smashed up his Mustang. (a peer)	94

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			Page
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	94
8. Tone (continued)						His convertible was a total loss. (a newspaper reporter) His car was in a rather serious accident. (a parent) Provide the students with a list of details such as the following: The black sedan slammed into the blue convertible. The woman's name was Margaret Smith. The damage to the sedan was estimated at $300. No one was injured. The driver of the sedan was a man. The driver of the convertible was a woman. The man's name was Henry Green. It happened this morning. The driver of the sedan was given a ticket. The damage to the convertible was estimated at $200. Write on the chalkboard a list of various accounts which might be written about the accident. Example: Police Blotter Report Newspaper Account Editorial Imaginative Account Discuss with the students the ways in which these accounts would differ.	

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
C. DEVELOPMENT OF SPECIFIC TYPES OF PARAGRAPHS 1. Expository		•	•		The student will be able to write a unified paragraph according to the following criteria: 1. The paragraph should follow proper paragraph form (first word indented, contains a minimum of three sentences - more in upper grades) - topic sentence, some development, introduction and conclusion. 2. The topic sentence should contain the main idea. 3. All sentences should relate to the topic; i.e., no tangential statements. 4. Paragraphs should be developed by one of the methods described in "Composition II" - Organization and Development of the Paragraph. 5. The paragraph must contain at least one example of the direct or indirect expression which serves to link sentences together.		
2. Narrative		•	•		The student will be able to write a narrative paragraph, either summarized or dramatized, according to the following criteria: 1. It will be made up primarily of details. 2. Generalizations will be introduced chiefly to furnish background or to point up the significance of an occasional detail or scene. 3. The movement will be mostly chronological. 4. The action will be summarized.		
3. Descriptive		•	•		The student will be able to write a descriptive paragraph according to the following criteria: 1. It will be spatial in movement; i.e., it must move from either general setting to specific focus or from specific focus to a general setting. 2. It must include language appropriate to description, i.e., concrete and sensory detail. 3. It must be intentionally objective or intentionally subjective in presentation (both may be used, but aimless alteration will be considered unacceptable). 4. It must be written from a particular point of view; i.e., the writer must be viewing what he sees from either: a. a particular location, or b. a moving location 5. If the description is of the subjective "personal experience" type, the paragraph must be organized as follows:		95

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			Page
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	95
3. Descriptive (continued)					a. begins with a general impression which is then expanded through specific details, or b. begins with specific details, creating an impression which is stated at or near the end.		
4. Discursive			*			The student will be able to write a discursive paragraph either inductively organized or deductively organized according to the following criteria: 1. The paragraph will begin with either a generalization which is followed by details or less general statements. (Deductive) 2. The paragraph will begin with a detail which is followed by other details until a generalization or main point is made. (Inductive)	
D. STORY WRITING 1. Myth		*	*		The student will be exposed to myths.	The student will be able to recognize and produce the elements which identify a myth and will be able to write an original myth.	
2. Fanciful		*	*		The student will be able to recognize and produce the elements which identify a fanciful tale and will be able to write a fanciful tale.		
3. Fable		*	*		The student will be able to identify the elements of a fable.	The student will be able to write an original fable.	
4. Short Story		*	*		The student will be able to recognize and identify the elements of a short story: characterization, plot, setting.	The student will be able to recognize and identify the elements of a short story: characterization, plot, setting, and theme. The student will be able to write plot outlines, describe characters, describe	

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			Page
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	
4. Short Story (continued)						settings and sum up at least one theme. The better student should be given opportunities for writing of original short story with its essential elements.	
5. Dialogue			•			Given specific information or character, setting, and situation, the student will be able to write appropriate dialogue.	
E. LETTERS 1. Business		• (4)	•		The student will be able to identify, organize, or select various elements associated with a business letter or envelope. He will be able to write a business letter: Request/Suggestion - Levels: 4-5 Ordering - " 6-8		
2. Social		• (4)	•		The student will be able to recognize the elements of a social letter. He will be able to correctly write an informal social letter, invitation letter, a thank you note, and the information for the envelope of any social letter. Beginning Level, 4		
F. FIGURATIVE AND DESCRIPTIVE LANGUAGE 1. Descriptive		•	•		The student will be able to identify, manipulate, and create descriptive language (language that stimulates the senses and the emotions - adjectives, adverbs).	The student will be able to identify, manipulate, and create descriptive language (language that stimulates the senses and the emotions - adjectives, adverbs, verbals and other modifiers).	
2. Personification			*			The student will be able to recognize and write examples of personification. In personification, a writer attributes human characteristics (thoughts, actions or feelings) to animals, objects, or ideas. e.g., The meat grinder seemed to snap	

COMPOSITION GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES/ACTIVITIES K-2	3-5	6-8	Page
2. Personification (continued)						ferociously at her hand. The storm whipped the defenseless houses relentlessly. Time's cruel hand snatched her away.	
3. Metaphor and Simile		•	•		The student will be able to identify and write a metaphor and simile. (A metaphor is an implicit comparison between unlike things. It does not use like or as; i.e., one thing is something else.) Example: My heart is a singing bird. (A simile is an explicit comparison between unlike things, using connectives such as like, as.) Example: I wandered lonely as a cloud.		
4. Alliteration			•			The student will be able to identify and write descriptive sentences containing alliteration. Alliteration, as it will be used here, denotes the repetition of the initial sounds of words for purposes of emphasis, rhythm, or mood.	
5. Onomatopoeia			•			The student will be able to identify and write descriptive sentences which include onomatopoeia words. Onomatopoeia is the use of words which sound like the thing they represent. (i.e., buzz, tick, rock, etc.)	
G. POETRY 1. Rhyme	•	•	•	The student will be able to recognize verse in a specified rhyme scheme.	The student will be able to recognize and write verse in specified rhyme scheme.		95
2. Couplet	• (2)	•	•	The student will be able to write a couplet.	A couplet may be part of a larger poem such as a sonnet, or it may stand alone. It consists of two lines, rhyming a, a, and is a closed or complete idea.		

COMPOSITION	LEVELS			SPECIFIC OBJECTIVES/ACTIVITIES			
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	Page
3. Limerick		*	*		The student will be able to recognize and produce the elements of a limerick and will be able to write an original limerick.	The student will be able to recognize the rhyme scheme of a limerick (a, a, b, b, a). The student will be able to recognize rhythm (metre) of limerick. The student will be able to write an original limerick.	
4. Narrative		*	*		The student will be able to identify the characteristics of a narrative poem. A narrative poem tells the story of an event or character, through the use of descriptive language, in verse.		
5. Lyric			* (7)			The student will be able to identify the characteristics of a lyric poem.	
6. Haiku		*	*		The student will be able to analyze, choose an appropriate Haiku topic and write a Haiku poem. A Haiku poem describes a moment or scene of nature or of the seasons. It relates man's feelings to these phenomena of nature. 3 lines, 17 syllables 1st line = 5 syllables 2nd line = 7 syllables 3rd line = 5 syllables		
7. Cinquain		*	*		The student will be able to demonstrate skills at manipulating the elements of a cinquain: identify a cinquain, and will write an original cinquain. A cinquain is a short poem made up of five lines, with a specified topic for each line and a specified number of words in each line. 1st line has one word and introduces topic. 2nd line has two words and describes topic. 3rd line has three words and describes topic further. 4th line has four words and describes the poet's feeling toward the topic. 5th line has one word conclusion.		

VII A.
JOURNALISM

GENERAL OBJECTIVES	LEVELS K-2	3-5	6-8	SPECIFIC OBJECTIVES K-2	3-5	6-8	Page Ref.
A. NEWS LEAD			*			Given a news lead, the student will be able to name it according to the journalistic question that it answers first.	
			*			Given the jumbled outline of a news event, the student will locate and write the answers to all or as many of the six journalistic lead questions as are included in the summary. The journalistic questions are: what, where, when, who, how and why.	
			* (7,8)			Given a jumbled outlined of a news event, the student will be able to write a journalistically correct news lead.	
			* (7,8)			Given three leads dealing with the same news event, the student will select the one that he considers to be most journalistically correct and explain the reason(s) why the other two leads were inferior.	
			* (7,8)			Given examples of badly written news leads, the student will be able to rewrite the lead so that it conforms to the basic rules of journalism.	
B. HEADLINE			*			Given any story without a headline, the student will be able to compose an appropriate headline.	
C. NEWS STORY			* (7,8)			Given a news topic, event or subject of his own or his instructor's choosing, the student will write a news story using the inverted pyramid form.	
D. INTERVIEW			*			Given an assignment to interview an individual on a specific subject, the student will prepare a list outlining the various steps that he will take before participating in the actual interview.	

JOURNALISM	LEVELS			SPECIFIC OBJECTIVES			Page
GENERAL OBJECTIVES	K-2	3-5	6-8	K-2	3-5	6-8	
D. INTERVIEW (continued)			*			Using a set of notes (preferably his own) from an interview, the student will be able to write a story based on the information gathered from the interview.	
E. FEATURE STORY			* (7,8)			Given a news topic, subject or event of his own or his instructor's choosing, the student will be able to write a news-feature story.	
			* (7,8)			Given any topic, subject or event of his own or the instructor's choosing, the student will write a human-interest feature story.	
			* (7,8)			Given any topic, subject or event of his own or the instructor's choosing, the student will write a feature story that entertains.	
F. SUBJECTIVE-TYPE STORIES These types of stories include Editorials, Columns, and Reviews.			* (7,8)			Given a topic, event or subject of his own or his instructor's choosing, the student will write an editorial from it. The editorial will: (a) interpret, (b) inform or (c) offer criticism or reforms.	
			* (7,8)			Given a topic, subject or event of his own or his instructor's choosing, the student will write a personal column about it.	
			* (7,8)			Given a title of a book that he read, a play or movie that he has seen, or an album or concert that he has heard, the student will write a review about it.	

Scope & Sequence Cross Reference	LEVEL	ACTIVITIES
I. LISTENING A. Attending and Responding (See Page 4)	K-5	Listening - Following Directions Time Arrange children in rows of six each for the following relay. Each row will be a team. When the word "go" is given everyone who should do so leaves his seat on the right side and follows the directions. If the directions have been carried out correctly, the row gets a point. The first row finished gets two points. Directions: 1. Change, seat 2 and seat 6; seat 3 stand up; everyone, touch your nose, - Go! 2. Change, the first and last seats; seats 4 and 5, change; 1, pull your ear, - Go! 3. 1, 3, 5, stand up; 2 and 4, touch your toes; 6 and 3, raise your left hand, - Go! 4. Put both hands on your head, 1, 2, 3, 4; change, 6 and 5; stand on one foot, 5 and 2, - Go! 5. Put your hands over your ears, all; look at the ceiling, 5; change, 6 and 3 - Go! 6. Stand on right foot, girls; raise your right hand, boys; change, 1 and 2, - Go! 7. Put your hands behind you, 2, 4, 6, 1; stand up and touch toes, 5 and 3; close eyes, all, - Go! 8. Hold your forehead, boys; put hands behind your head, girls; change, 4 and 6, then 1 and 3, - Go! The difficulty of the directions may be varied to fit the group.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
II. SPEAKING B. Delivery 1. Body control, movement and gestures (See Page 7)	6-8	The following suggestions for improvisation may be written on slips of paper by the teacher and passed out to one person in each small group, who then distributes them to members of the group who volunteer to do them. The student reads what is on the paper. He selects another or others to help him but he does not tell them what is written on the paper. The chosen student soon understands what is expected of him. 1. You and your friend want to go on an all-day trip on your bicycles. Your father won't let you go. Try to talk him into letting you go. 2. On Wednesday night, you want to stay up to watch a monster movie. It is over at one o'clock. Your mother insists that you go to bed. Talk her into letting you stay up. 3. You want a raise in allowance. Your father thinks you get enough. Talk him into giving it to you. 4. You want to have your ears pierced but your mother is against it. See if you can convince her to let you have it done. 5. You have been accused by your teacher of copying answers on a test. Convince him that you didn't do it. After each improvisation is completed, the group members will discuss what they think the directions called for and whether or not the person was successful in accomplishing what he was directed to do. In some cases others may be chosen to repeat the improvisation or discuss how it might have been done a different way. After the children do a few of these, they can make up their own to be written on slips of paper and exchanged within the group or with other groups.
	6-8	The teacher should keep a large picture collection from magazines in the classroom. Students can select from the collection, pictures lend themselves to improvisation. Choose those in which people seem to be talking to each other. The children develop the action further with another student. Show the picture to the group members and improvise what has happened to lead up to the present moment, or what is going to happen next in the situation. While the improvisation is being enacted, one student who has been selected as scribe writes down what is happening. This material can be used later to write a story of the events individually or by the group.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
II. B. 1. Body control, movement and gestures (continued) (See Page 8)	6-8	Choose one of the following ideas and improvise the situation. You may choose someone to help you. 1. conversation between a hardhat and a hippie 2. a conversation between a housewife and an encyclopedia salesman 3. asking for a date 4. an argument over the last piece of pie 5. an argument over who started the fight
	6-8	<u>Large Group Improvisation</u> All the students in the class are told they are on a midway at a fair. They may speak and mingle in groups alone. After a few minutes have passed, the teacher may say, "Look at Mary. She is crying!" Designate someone to be Mary. The class reacts or not as the case may be. Other crowd scenes might be utilized, such as: a birthday party, at a baseball game, at a circus, at the beach, etc. This activity can be followed by a writing assignment telling the students to write what they saw at the fair, or what events took place.
	6-8	Most myths, legends, and folk tales are in summarized form, lacking much dialogue or specific movement. They provide good "minimal situations" which children can expand and bring alive through improvisation. The teacher reads the fable, and the group takes as their situation a few sentences that recount a scene. Scenes should be taken, not plots. After the teacher reads the fable, "Mice in Council", she suggests to small-groups that they select one student to be the old mouse who asks his question, "Who is going to bell the cat?" Students volunteer to work out a plan, improvise, that would actually work. Find other fables and work them out in the same manner being sure to use only a part of the fable for improvisation.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
III. READING A. Multisensory Readiness Skills 1. Auditory Skills a. Acquire auditory discrimination (See Page 13)	K-2	Who Has the Bell? The child who is "it" covers his eyes while the teacher gives the bell to a child who hides it in his desk. The entire class puts their hands in their desks. The child with the bell rings it softly. The child who is "it" has three turns to guess who has the bell.
	K-2	What is it? The teacher asks the children to close their eyes. She makes familiar sounds and asks the children to identify them. The following things can be done: crush paper, knocking on the door, tapping glass, writing on the blackboard, using various rhythm instruments, clapping hands, whistling. Children can then take over as the leader.
	K-2	High or Low? The teacher plays two notes on the piano and asks, "Which was the high note?", or "Which was the low note?" A pitch pipe, bells, autoharp, and gongs may be used for the same purpose.
	K-2	Pick a Number Give children a number so that every two children have the same number. Call out a phonetic element and then a number. The two children with the same number race to see who can be the first to say a word containing the phonetic element.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
III. A. 1. a. (continued) (See Page 13)	K-5	Choose two teams and keep score on the board. Say: "I will say three words. Two of them will be alike. One will be different. When I call on you, say the word that is different from the other two. (pause) far-far-for. Which word was different?" Call on the various members of alternate teams until everyone has participated, utilizing the following series: 1. farm-form-farm 2. pork-pork-park 3. born-barn-barn 4. force-farce-farce 5. car-core-car 6. scar-scar-score 7. chore-char-char 8. lard-lord-lard 9. cord-card-card 10. tore-tore-tar 11. hoard-hoard-hard 12. pore-par-par 13. part-part-port 14. store-star-store 15. court-cart-court 16. stork-stark-stark 17. more-more-mar 18. farm-form-form 19. mar-more-mar 20. stork-stork-stark 21. cart-cart-court 22. par-pore-par 23. star-store-star 24. port-port-part 25. bar-boar-bar 26. hoard-hard-hard 27. tar-tar-tore 28. card-cord-cord 29. lord-lard-lord 30. chore-chore-char 31. park-park-pork 32. barn-born-born 33. force-farce-force 34. car-core-core 35. score-score-scar 36. bore-bar-bore
III. A. 1. c. Reproduce auditory stimuli (See Page 13)	K-2	Drum Beats The teacher or a pupil beats on a drum or the desk a certain number of times as the children listen. One child is called upon to clap back the same number of beats he heard. If he responds correctly, he becomes the next drummer. Begin with simple beats. The game may be made more complex by beating three fast beats and two slow beats or other combinations of this type.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
III. READING A. 1. d. Acquire listening comprehension (See Page 13)	K-2	The teacher explains that she is going to say some sentences. One word in the sentence will be wrong. Try to pick out the word that is wrong. Example: Billy likes his ice tea sweet, so he put a lot of salt in it.
	K-5	Silly Billy The child who is "it" thinks of two rhyming words of two syllables. He does not say the two words but instead makes up a definition. Example: lazy daisy, a flower that doesn't work. The other children try to think of two words that match the definition.
	3-5	One student describes a room in his home. The other students draw a diagram of the room from the description. The results are checked with the describer for accuracy. This activity necessitates giving directional words.
	3-5	Put the following words in order from the smallest to largest: 3-9-4-2. Now see if you can put the following words in correct order. 1. from smallest to largest: dog, mouse, elephant, cow 2. from largest to smallest: baseball, tennis ball, golf ball, basketball 3. from oldest to youngest: teenager, grandfather, mother, toddler 4. from lightest to heaviest: automobile, caboose, skate, bicycle 5. from coldest to hottest: sun, ice cube, toast, light bulb 6. from earliest to latest: dinner, lunch, breakfast 7. in alphabetical order: Z, M, B, S 8. roughest to smoothest: tree bark, eraser, satin, corduroy 9. shortest to tallest: yard, inch, mile, foot 10. nearest to farthest: across town, across the street, across the country, across the state 11. from saddest to happiest: grin, cry, frown, laugh
III. A. 2. Oral Language a. Acquire oral language skills in semantics (See Page 13)	K-5	Feel Box Present groups of students with boxes containing objects that have various textures. A student feels, without looking, for an object and describes what it feels like. A scribe might take down the words that are used to report back to the whole group later. Children are encouraged to make up original words to describe objects.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
III. A. 3. Body awareness (See Page 14)	K-2	With a crayon, the student traces around the body of a classmate. Mural paper is put on the floor, the student lies on it, and the tracing is done on the mural paper. The parts of the body are then labeled.
	K-5	Aim of the Game: To paint a face on paper as the leader describes it. Get together a group of people - no more than ten. Stiff white paper, string, paint and brushes (or magic markers or crayons) are needed. 1. Pick one person to be the leader. The rest of the players tie the stiff white paper over their faces. They each have some materials to paint with. 2. The leader gives orders. "Draw the left eyebrow." "Draw the nose." "Draw on eyeglasses." And so on, until all the features of a face are drawn. Each player paints his own face on himself, according to the directions of the leader. The artists parade around with their new faces before they can see what they have painted. After parading, they take off their masks and look at the faces they have painted. From: Student-Centered Language Arts Curriculum by James Moffett

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
III. A. 4. Visual Skills a. Develop visual perception (See Page 14)	1-2	This activity can be helpful in reinforcing the skill of using the correct formation of letters of the alphabet or correcting difficulties with laterality. Materials: sandpaper letters, sand tray, clay tray, cut-out cardboard semi-circles, tracing paper, straight strips, words and sentences with many p's, b's, and d's missing, p's, b's, and d's cut from magazines placed in a box. Activities 1. Tell the children that it might be useful to them to remember that p and b have a hump on their backs and d has a fat tummy. 2. Some children are helped by auditory reinforcement. As they practice tracing in sand tray or sandpaper letters, they can say the name of the letter. 3. Put these letters on tracing paper. The child can put the tracing paper over the letters which confuse him, to help him see differences. 4. The children cut out all the d's, p's, and b's they can find. Put them in sets. 5. Use cardboard semi-circles and straight strips to make p's, b's, and d's. 6. Tactile method of teaching these letters: sand, clay. 7. Using two hula hoops and a stick, make this shape on the floor. 8 The children can hop out b, p, and d.
III. A. 4. b. Develop visual memory (See Page 14)	K-2	A child is selected to study a group of four objects. He is then asked to close his eyes as an object is removed. The child must then recall the object that has been removed. Later, more objects can be added to the group.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
III. B. Decoding 1. Alphabet technique in word development (See Page 14)	2	Going on a Trip The children plan an imaginary trip. They pack an imaginary suitcase. The teacher writes letter A on the board. The first child might say, "I'm going on a trip and I'm going to take an apple." The next child will think of another A word to take on his trip. The game continues in this manner, each child packing a new thing beginning with A. When a child misses, the children begin to pack B words. The game continues in this manner. Variations: The first child can name an A word, the second child a B word, and so on.
III. B. Decoding 2. Phonics (See Page 14)	K-2	Climb the Ladder Draw a ladder on the board. On each rung, write the letter representing a sound, or a letter combination. To climb the ladder, the child must name the sound on each rung as he climbs. If the child reaches the top of the ladder, he may be the teacher and point to the rungs as the next child climbs.
	1-2	The teacher says a word. The children listen for the beginning sound. One child is called upon to give a word beginning with the same sound. This can be done with ending sounds, letter clusters, and vowel sounds.
	1-2	Spin Around This is a good review game for listening for phonetic elements. The teacher puts elements to be reviewed on the board. The teacher designates one child to stand under a phonetic element; one child under each element. The teacher calls out words containing these elements and sometimes "jokers". The child must spin around when he hears his sound. Those in their seats try to catch a miss so they can take the spinner's place.
	1-2	Make a set of six cards. Each card has a different sound written on it. Place the cards on the floor in a circle. The teacher plays a tune on the piano while the children skip around the outside of the circle. When the music stops, the children take the card closest to them. Each child takes a turn saying his sound and then offers a word beginning with the same sound. This activity can be used with ending sounds, vowel sounds, and letter clusters.

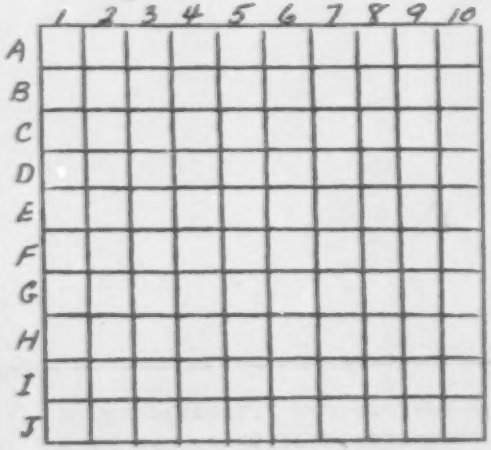
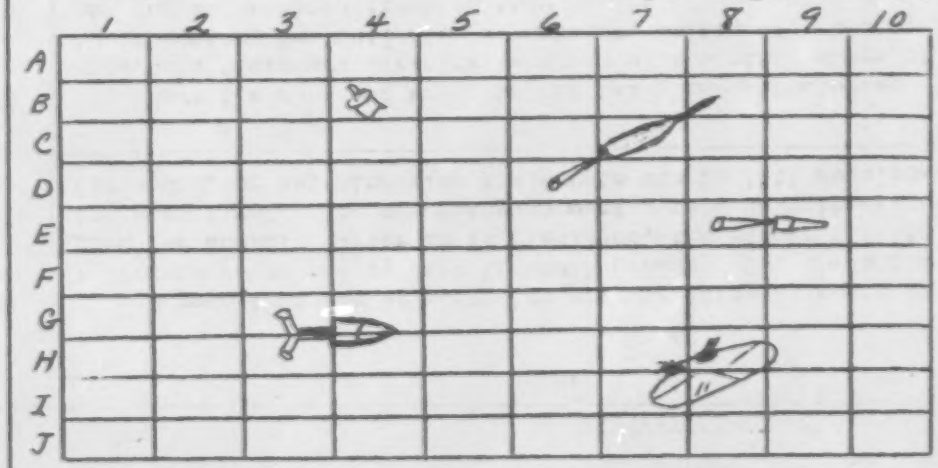
Scope and Sequence Cross Reference	LEVELS	ACTIVITIES
III. READING C. Vocabulary Skills 2. b. Homonyms (See Page 15)	K-8	Teapot From a given list of homonyms, children take turns saying original sentences containing one of these homonyms. They omit the homonym saying, "Teapot" instead. Other children try to guess and spell the homonym. The same game can be used to develop knowledge of synonyms and antonyms.
III. C. 3. Words in Context (See Page 16)	6-8	Put 'er There Write on the board the example shown below. 1. Put the car in the S U V G 2. Put the foot in the S U R L 3. Put the scrap paper in the D M W E 4. Put the flowers in the U V W X 5. Put the fruit in the A B C D 6. Put the milk in the G T A D 7. Put the water in the F L M P 8. Put the letter in the C E N O 9. Put the horse in the S D N R 10. Put the coins in the B R M T Look at the first example. Where would you put a car? Garage. Garage starts with G. Beside 1., put G.
III. C. 5. Non-literal language (See Page 16)	6-8	What Do You Mean? A. Preparation and Materials: Children will need pencils and paper. Write on the board a group of sentences, each containing a colloquial expression. Example: That book is over my head. That's not my cup of tea. He's up to his neck in work. He let off steam. I think I'll hit the hay. I could eat a horse. It's raining cats and dogs. He shot off his mouth. B. Introduction to the Class: Sometimes we say one thing and mean another. Read the first sentence to yourself. Does it mean the book is suspended above my head, Bill? No, it means the book is too difficult. Read each sentence. Notice what it actually says, and then decide what it really means. Write the real meaning on your paper. These may also be illustrated. Example: Draw a picture of a boy with a book drawn over his head.

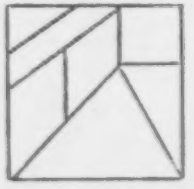
Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
III. READING D. Comprehension Skills 1. a. Main idea (See Page 16)	1-2	An exercise to strengthen the ability to interpret main idea can be made from picture stories in "Before We Read". Mount the entire story page on tagboard strips, each bearing a sentence that describes the action in one of the pictures. The children will place the sentences under the picture that it matches.
	1-2	Riddles Riddles can help strengthen the child's ability to make judgments and to interpret main idea. Riddles are to be written on the board. The children will read riddles silently, then draw a picture of the answer. Example: It is something red. You can play with it. You can ride in it. What is it?
	1-2	The following questions can be asked by the teacher about material the students have read: "Find the paragraph that could have this title....." "Make up a different title for this story."
	1-2	After a unit of stories have been read, the teacher and then the children take turns making up riddles about one of the stories. Others then guess which story relates these facts.
	1-2	After a story has been read, the child retells the story through the use of pictures he has made. The pictures must show the important things that happened. The child can also retell the story by using homemade T.V. show, a mobile, or a book jacket.
	2-5	The children read a sample paragraph, as follows: Jimmy had a new bicycle. He rode it before he went to school. He hurried home after school and rode it until dinner time. But as soon as it got dark he had to put it away. With the help of the teacher, the children write a sentence summary of the paragraph in the following manner: Jimmy had a new bicycle - - - - - Topic sentence Rode before school) Rode after school) - - - - - - Details Put away at dark) The students can use the above to retell the story.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
III. READING D. 1. c. Recognizing sequence of ideas	K-2	<u>What is Wrong</u> The teacher tells a story of four to six sentences in length. One of the sentences will not make sense. The children are asked to listen carefully and tell the sentence that is not part of the story.
III. D. 2. b. Analogies (See Page 17 for 1.c. & 2.b.)	K-2	<u>Relationships Time</u> Have the children complete such analogies as the following: 1. Apple is to red, as banana is to _____ (yellow) 2. Ear is to listen, as nose is to _____ (smell) 3. Nose is to ear, as smell is to _____ (listen) (hear) 4. Run is to fast, as crawl is to _____ (slow) 5. Food is to water, as eat is to _____ (drink) 6. Corn is to cob, as apple is to _____ (core) 7. Day is to sun, as night is to _____ (moon) 8. Sun is to moon, as day is to _____ (night) 9. P.M. is to late, as A.M. is to _____ (early) 10. Sleeve is to arm, as collar is to _____ (neck) 11. Razor is to whiskers, as comb is to _____ (hair) 12. Clapping is to hands, as kicking is to _____ (feet)
	3-8	<u>Relationships Time</u> Have the children complete the following analogies: (After each response, ask the child to explain his choice - instructor should assist with further information if needed.) 1. Large is to small, as big is to _____ (little) 2. Up is to down, as top is to _____ (bottom) 3. Driver is to golf ball, as bat is to _____ (baseball, softball, hardball) 4. Duo is to two, as trio is to _____ (three) 5. Solo is to one, as quartet is to _____ (four) 6. Calendar is to day, as thermometer is to _____ (temperature) 7. Cake is to eat, as Coke is to _____ (drink) 8. Side is to top, as wall is to _____ (ceiling) 9. Size is to large, as weight is to _____ (heavy) 10. Fingers are to touch, as eyes are to _____ (see) 11. Color is to blue, as shape is to _____ (round, square, etc.) 12. Plate is to table, as chair is to _____ (floor)

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
III. D. 2. b. Analogies (continued) (See Page 17)	3-8	<u>Relationships Time</u> The following analogies use nonsense words in order to encourage understanding of language structure. Ask children to complete the following: 1. sing is to song as scring is to _____ (scrang) 2. jog is to jogs as trog is to _____ (trogs) 3. milk is to milking as grilk is to _____ (grilking) 4. badge is to badges as gradge is to _____ (gradges) 5. wiggly is to wiggliest as griggly is to _____ (griggliest) 6. bag is to baggy as plag is to _____ (plaggy) 7. leg is to legged as weg is to _____ (wegged) 8. trip is to tripping as srip is to _____ (sripping) 9. slick is to slicker as zrick is to _____ (zricker) 10. sneak is to sneaked as dreak is to _____ (dreaked)
III. D. 2. c. Recognize cause and effect d. Make inferences (See Page 17)	4-8	Have the students draw a series of cartoons and put captions under them or develop the conversation as is done in comic strips. The artist reads his own. The students may draw the cartoons and let others write the captions or the conversation appropriate for the pictures. To get cartoons started the following suggestions may be made: Imagine a place, a bridge, a dark woods, or a broken down house; then imagine somebody in that place. Is it an animal or a person? What is he doing and what is he saying?

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
IV. LOCATION AND STUDY SKILLS C. Identify and use other sources of information 1. Dictionary b. Alphabetical order	3-8	A game that can be played to give practice in rapid use of the dictionary to locate words can be used in small groups. One student writes a word on a card (or board). After it is displayed, the others race to see who can find the word first. The one doing so must give a definition, state the syllable divisions, or anything else the person who is 'it' requires.
(See Page 22)	6-8	Have the students bring in old telephone directories. Suggest that they will make their own directories which will contain names of relatives, friends, their doctor, dentist, fire department, police department, library, school, and any other classification they desire. Discuss the format of the telephone directory noting that addresses are included as well as telephone numbers. Students will compile their information, alphabetize it, and prepare a booklet of their own with a cover.

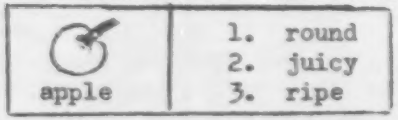
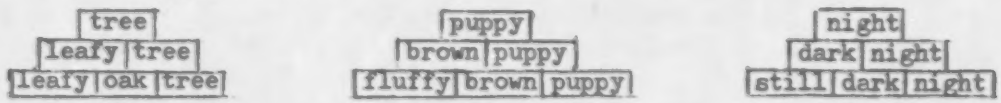
Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
IV. LOCATION AND STUDY SKILLS C. 7. Graphs (See Page 23)	6-8	Aim of the game: To vaporize your partner's spaceships. Get a partner, pencils, and lined graph paper. 1. Both players set up two grids on their paper. (Use carbon paper so several can be made at once.) Number the grids from 1 to 10 across and from A to J down. This way each square has its own name. Example:  2. On your paper one grid is your galaxy, the other your partner's. 3. Each player has five spaceships: satellite 1 square module 2 squares space craft 3 squares starship 4 squares space station 5 squares 4. Draw your spaceships on your galaxy grid. Spaceships can go up and down, across diagonally, or around corners. 5. Your partner calls out a square, such as D5. If a part of one of your spaceships lies in that square, you must call out "Hit". Your partner puts a ⊗ (stands for hit) on that square on the empty grid on his paper. If you call out "Miss" your partner puts an X on that square in the empty grid on his paper. An X without a circle around it stands for a miss. On your spaceship grid, you color in your squares that have been hit. (If you like you may also put an X in the squares marking your partner's misses on your spaceship grid. (continued) Example: 

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
IV. C. 7. (continued) (See Page 23)		6. Players take one shot with each turn. 7. When all of the squares of one of your spaceships have been hit, you must tell your partner which spaceship he has vaporized. The game ends when one player's group of spaceships has been entirely vaporized. Hint: Go for squares around your hits to find the rest of the spaceships you have started to vaporize. (From Student-Centered Language Arts Curriculum by James Moffett)
IV. D. Use effective study procedures 1. Oral and written directions (See Page 24)	3-8	Prepare two of the following:  Cut out one of them and leave the other uncut. Geometric shapes are the best to use for this. Seat two children back to back. Give one child the cut pieces of the puzzle; the other, the uncut one. The student with the pieces will put them together by following the directions of the other student. Neither can look at the progress of the other nor ask questions, until the student putting it together says he is through. The finished product will determine how well the directions were given and followed.
	3-8	One student chooses another to go to the board. The student at the board will draw what the other student, whose back is to the board, tells him to do. The student giving the directions has a picture which he drew before him. The outcome can be compared with the original drawing to see how the students have succeeded.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
IV. F. Notetaking 1. Oral (See Page 26)	6-8	This skill is an on-going one and should be reinforced over and over again. The classroom is set up into groups, no more than six children in a group for discussion purposes. One child is always chosen as a scribe, or he may volunteer for the job. He takes notes on all the discussions he hears to record it for further use. The group activities may consist of the following: pantomimes, acting out a story, discussion of each other's written work, solving a problem that has been presented to the group, keeping lists of words and actions, etc. that the group develops. When the teacher sees that the students are having difficulty with note-taking, the following activity may help to reinforce the skill. 1. Discuss the necessity for eliminating words, such as: the, a, an, etc. 2. Discuss the use of abbreviations. 3. Emphasize thinking in terms of summarizing and writing a general idea. 4. Omit subordinate ideas that can be recalled without specific notes. 5. Be able to read back with meaning what has been recorded. 6. Have students within their groups compose directions about how to get somewhere, such as a summer camp, a flight to Egypt, or a trip in a rocket ship to Mars. In these directions include details of time, landmarks, geographical directions, etc. Have the scribe from each group read these directions aloud to the class at normal speed. The class will take notes on what they hear. These are read back to the group and the group who composed them will indicate their accuracy. Discuss how individuals took their notes. What items could have been eliminated? What abbreviations were used and what other ones might have been used?

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
IV. F. Notetaking 2. Written (See Page 26)	6-8	<u>Research Situations</u> When students are required to take notes for research, individuals will need special help. Due to the vocabulary content (social studies and science) and the more complex concepts the word represents, the skill is difficult for any child with a reading problem. When it is discovered that many students are meeting with failure, that is, copying the material word for word, the following activity will help. Divide the class into groups, select a leader for each group who takes on the role of "teacher". The students may select the leader with the help of the teacher. If there are ten or twelve "teachers", there should be no more than one or two students in each group. The number in each group depends upon the ability of the "teacher" and the degree of difficulty the student is having with the skill. The "teacher" may read a paragraph of the material aloud and suggest what can be recorded for notes. After reading the paragraph silently, or all of the information on a particular topic, such as, "Clothing in the Middle Ages", discuss the main ideas and details that should appear in the notes. The classroom teacher should rotate through the groups to give assistance where necessary.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
V. INDIVIDUAL WORD FORMS D. Word parts (See Page 30)	3-8	Flash cards can be made by students using the vocabulary from literary selections. Black magic marker is used for the base word and the prefix or suffix is written in another color. On the back of each card is written the meaning for the word, the meaning of the prefix, and the kind of word indicated by the suffix. These cards are given to students to flash for others to respond to.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
VII. COMPOSITION A. The Sentence 1. Understand and use basic sentence patterns	K-2	Arrange groups of words which, when unscrambled, will make a sentence, in the pockets of a pocket chart or in envelopes. Students rearrange the words in sentence order.
	K-3	Have a student relate an experience. As he tells his story, write it on a chart in complete sentences. Then have the student read the story orally.
2. Nouns and verbs (See Page 46 for A.1. & 2.)	1-2	The children build a list of words to describe common nouns. Example:  Begin with a common verb, such as run. Read Marjorie Flack's, Angus and the Ducks, to the class. The children will clap every time they hear a new way to say run. The words are listed on the board. A discussion follows about why the author used scurry or scuttle instead of run. A list of action words or verbs is thus started.
	1-2	Children develop word pyramids. Example: 
	1-5	On the board list groups of words as follows: draw a house, plays the game, the class, the teacher. At their seats, the students will write a noun* or verb* to complete each sentence. Write on the board two labels: nouns, verbs. Have a student go to the board, one at a time, and list under each heading appropriate words from their sentences. *(The teacher will wish to use formal terminology when students are ready.)
3. Sentence patterns (See Page 47)	6-8	Provide a list of common prepositions. Then write on the board a sentence such as: Frightened _____ , the mother set her baby down. List under the blank prepositional phrases suggested by the students to fit the blank space. Example: Frightened _____ , the mother set her baby down. - by the noise, with her discovery, out of her wits. Have the students experiment with writing out these sentences of their own. Identify all types of phrases and have students play around with changing positions of phrases to alter meanings.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
5. Declarative and interrogative sentences (See Page 48)	1-2	Give each child a card with a large question mark on one side and a large period on the opposite side of the card. Read some declarative and interrogative sentences. After each sentence has been read, have the child hold up the side of the card with the correct punctuation mark showing.
11. Develop style (See Page 50)	6-8	Duplicate sample of the student's sentences, or use the overhead projector, and have the students evaluate their sentences by comparing theirs and those of a professional writer on the same subject. Lead the students in understanding how style is a matter of word choice and order of elements, both of which are options available to the writer. Periodically review the substitution process by duplicating samples of student writing and having the students revise the writing for clarity and emphasis. Students will use substitution as they gain facility in subordinating, compounding, and ordering sentences in different ways.
VII. B. Paragraph 1. Unity and coherence (See Page 51)	K-2	Provide the children with paragraphs containing one or two sentences which are unrelated to the main idea. Cross out unrelated ideas and give reason for doing so.
	3-5	Provide the children with a paragraph written with simple sentence patterns. On the board, list possible linking expressions such as: now, as a result, finally, then, next. Discuss how linking words make passage clearer.
	3-5	After the children have read a particularly vivid story of episodes in time order, assist them to write a one-sentence statement about the main idea of the story. Write the sentences on the board. Then assist the children to list the specific episodes of the story. Lead the children to understand how all of the episodes are related to one main idea.
	3-5	Have children select details that answer questions, such as: How does "it" look? (size, shape, color) How does it work? Example: Our new car is beautiful. It is small. The back of the car slants down. It looks racy. The body is red. The roof is a shiny black. Example: Our new car is great. It holds five people. Buttons make the windows go up and down. It rides smoothly. It takes us many places.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
VII. B. 1. Unity and coherence (continued) (See Page 51)	3-5	<u>Using Senses</u> Select details that support the main idea sentence. Show children that main idea sentences can be supported by using sensory reactions. Example: I like ice cream. It looks refreshing. It tastes cool. The flavor is delicious. Example: The beach is a wonderful place to visit. I like the smell of the sea air. The sand feels good between my toes. The icy waves tickle me and make my skin tingle.
	5-8	Provide the children with samples of unarranged sentences, such as: She walked to the neighbor's house. She rang the bell. The clown costume was selected as the best. Jane rushed downstairs with an envelope addressed to her. Halloween night her mother helped her put on the costume. It was time for the judging. It was an invitation from her friend to attend a Halloween party. A monster answered the door. Have the children put the sentences in the best order. Then have them write an appropriate title for the story. Discuss with the children the best order for the sentences and their titles. Have the children rewrite the story, combining sentences which seem to belong together.
	5-8	The student has been taught to recognize the main idea or main idea sentence. Reinforce the concept of the main idea sentence by having the student recognize the topic sentence (main idea sentence) in samples from literature. In addition, ask them to recognize sentence that does not support topic sentence. Use samples of paragraphs on transparencies or dittos. Ask students to find topic sentences and explain why this is a general statement about a topic - and how specific details support the topic sentence. Distribute samples of scrambled paragraphs. Have students identify topic sentences and list, numerically, supporting details. Ask them to strike out irrelevant details. Sample paragraph: I shared his letters with all of my friends. I looked up words that were strange when I tried to read his letters. I bought a map to figure out where he lived. I read a lot about his country so that I could understand what he wrote about. I learned about France when I found a pen pal. Topic sentence: I learned about France when I found a pen pal. Irrelevant sentence: I shared his letters with all of my friends.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
VII. B. 1. Unity and coherence (continued) (See Page 51)	5-8	The child should learn to use linking words to help sentences "stick together". Illustrate coherence by providing children with passages from which important linking expressions have been deleted. Perhaps the teacher might list the deleted words on the board or on paper. Have the children revise the passage, inserting the words to make the sentences "stick together". Project samples on a screen or write them on the board. Assist the children to compare the samples with the original, and lead them to recognize how and why linking words make the passage clearer.
	6-8	Unity is an essential quality in all writing, but the teacher may wish to provide specific reinforcement in this skill. One way to help students to achieve unity is to assist them in restricting subjects so that the tendency to bring in irrelevant details is curtailed. Show students how large topics may be limited to narrow, more workable topics through the use of the inverted funnel. Sports Tennis Tennis Tournaments The Davis Cup Movies Movies I have seen Movies I remember well You Only Live Twice The dialogue of You Only Live Twice Explain that the student, given only so much time and space to write in, who restricts Sports to the Davis Cup or movies to the dialogue in You Only Live Twice, is able to write more meaningfully. Help the student to understand that writing about a large subject allows only a few general statements to be made. Narrowing the subject enables the writer to add worthwhile details.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
VII. B. 1. Unity and coherence (continued) (See Page 51)	6-8	The child should learn to revise for improved unity. Assist the children to recognize that writing about one main idea is important in all writing by having the children revise paragraphs which contain irrelevant sentences, such as: The opossum is an unusual animal. The young are smaller than honey bees. The young are born. The young somehow are able to get to their mother's pouch. I saw one in my grandfather's field. They are two months old. They start to come out of the mother's pouch. They depend on the mother for protection. My mother has an opposum fur coat. Have the children read the passage, underline the main idea sentence, and cross out any sentences not directly related to the one main idea of the passage. Then have the children rewrite the passage, seeing if they can combine some of the sentences which belong together. Have the children discuss their reasons for crossing out certain sentences. The teacher may wish to follow up this activity by having the children write a paragraph about a subject they know well, perhaps about an animal they have known. Have the children think of a good opening sentence assisting them to keep in mind that narrowing down the topic will help them to add details that are unifying. Then list all of the details which go with the opening. Have the children write their paragraphs, using the list of details in sentences, keeping to one main idea. The teacher might find examples for these exercises in commercially prepared materials or might develop original materials by adding irrelevant sentences to well-structured paragraphs.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
VII. B. 1. Unity and coherence (continued) (See Page 51)	6-8	Ask students to find clincher sentences. Ask them to decide what function the clincher serves in each paragraph. Assist them to discover that concluding sentences (clinchers) usually remind the reader of the main point made in the topic sentence and serve to round out the main thought earlier expressed. To decide whether a particular paragraph needs a clincher, have the students ask themselves two questions. (place on board) 1. Does the reader need to be reminded of the main idea? 2. Do I need a smooth way of ending the paragraph? Provide samples of scrambled paragraphs. Have students identify the topic sentence and clincher. For example: He is always in the public eye. The most exciting job in the United Nations is that of the Secretary-General. He needs tact and patience, foresight and courage. He must serve many masters with equal loyalty. Topic sentence: The most exciting job in the United Nations is that of the Secretary-General. Clincher: He must no longer defend the interests of his own country, but take on the problems of the world.
B. Paragraph 2. Time order (See Page 52)	3-8	The child should learn to write imaginative stories using time order. In the middle of a clean piece of paper, have the children write a sentence, such as: The toy soldiers began to march toward the block castle. Have the children write two or three sentences which tell what happened <u>before</u> the given sentence. Then have the children write two or three sentences which tell what happened <u>after</u> the given sentence. Project sample papers on a screen, or duplicate sample papers, and assist the children to understand one main idea and how sentences "stick together". Return the stories to the children and ask them if they can now write a one-sentence title for their stories. They may wish to recopy their stories at home. Post sample papers on the bulletin board.
	3-8	Provide the children with a list of interesting and appropriate topics, such as: <u>A Trip to the Moon</u>. Have the children select one title, or create a title of their own. Have the children write a description of their topic by answering questions, such as: Where am I going? When am I going? How shall I go? Whom shall I take with me? What shall I see? How shall I return? Who will meet me?

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
VII. B. 2. Time order (continued)	3-8	Have students "stick together" by using basic time words: <u>first</u>, <u>next</u>, <u>then</u>. Use oaktag cards on which basic "time words" have been written. Have children come forward and place the oaktag cards at appropriate positions on the list of episodes. Lead the children to understand how the "time words' help the sentences to "stick together".
(See Page 52)	3-8	Review main idea and sentences "sticking together". Project samples on a screen and assist children to review the skills of developing one main idea and having sentences "stick together" by using time words. Have each child bring to class his favorite comic strip, such as "Peanuts". Bring the class an appropriate comic strip and project it on a screen. Have the children discuss the time order of the comic strip by telling what happens in each frame. Assist the children to write a title for the comic strip series. Have each child read over his own comic strip, think of an appropriate title, and write it at the top of his paper. Have the children list the details which happen in each frame of the comic strip. In separate paragraphs, have the children write out one or two sentences for each frame. Then have the children write a paragraph telling what happens in the entire comic strip. Reinforce the importance of using appropriate connectives.
	3-8	Recognize and use time words. Assist the children to develop a list of time words. Call their attention to time words on the bulletin board, such as: <u>first</u>, <u>then</u>, <u>next</u>, <u>after</u>, <u>when</u>, <u>last</u>. Have the children indicate where the words may be correctly placed in the list of details which have been written on the board. The teacher may wish to have the children indicate how one or two of the listed details might be written in a sentence using a time word.
	3-8	Write by time order. Have the children think of particular experiences in their own lives. Perhaps they might briefly discuss these experiences. Then have each child write a title for his experiences and list all of the details they can remember. Assist the children to arrange the details by time order. Have each child write a story about his experiences, perhaps as an overnight assignment.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
VII. B. 2. Time order (continued) (See Page 52)	3-8	The child should learn to use time order in process. Have the children write three-to-five sentence paragraphs based on various learning activities. Display or project on a screen pictures showing the time order changes in things, such as: the change in leaves throughout the year, the changes in the development of a moth or butterfly. Have the children think of one-sentence titles for their paragraphs. Then have them write three-to-five sentence paragraphs telling of the process of change. Project samples on a screen, or duplicate samples, and assist children to review one main idea sentences "sticking together". Post samples on the bulletin board with the pictures.
B. Paragraph 6. Comparison and contrast (See Page 55)	6-8	Write on the board a statement appropriate to the material being studied, or another subject, such as: means of transportation that are still here. Have the pupils suggest means of transportation which fit the subject, such as: canals, boats, automobiles, sailing vessels, railroads, horses, and wagons. Have the pupils select a subject and discuss the old and the new. Write suggestions on the board, such as: Cars Then: limited form of transportation; owned by few; small horsepower; uncomfortable; used for many years Now: major forms of transportation; owned by many; powerful engines; luxurious; frequently used for a short time Have the children write paragraphs based on comparing and contrasting the above subjects using the related listed ideas.
	6-8	Review and reinforce the skills of organizing by comparison or contrast by assisting the children to examine similar or different subjects, such as: pictures of Washington's and Jefferson's homes, or two comparable subjects appropriate to the children's background and interests. Project the pictures on a screen and assist the children to list the particular details in each picture. After the details have been compiled, assist the children to group the details in lists under larger headings appropriate to the subjects, such as: size, style, location, surrounding area, age, unusual features. Ask the children if they can see how the two subjects are similar or different. Assist the children to find details which show similarities. Have the children write at the top of their papers a general title, such as: The Homes of the Two Presidents. Under the title, have the children write one sentence using the similar details, such as: Washington's home and Jefferson's home have beautiful settings.
Page 93		

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
VII. B. Paragraph 7. Induction and deduction (See Page 57)	6-8	Each item in a box represents a different stage in restricting a general subject. However, the items are in scrambled order. Have the students rearrange them to fit the funnel next to the box, so that the broadest subject is on top and the narrowest is at the bottom. Folk music Music Stringed instruments Guitars The fine arts 1 2 3 4 5 Great pro quarterbacks Johnny Unitas Football Professional football stars Football players 1 2 3 4 5 Provide the students with items similar to the following. (For each set ask students to write out one item that is narrow enough for a paragraph of five to ten sentences.) Swimming 1. The art of swimming 2. Important swimming strokes 3. The value of swimming 4. Swimming the butterfly stroke Grades 1. One way to better grades 2. On being a more successful student 3. School grading systems and policies 4. Getting good grades List a number of general topics on the board, such as: TV, Movies, Sports, Popularity, School. Ask the students to devise their own funnels that would narrow the subjects.
B. Paragraph 8. Tone (See Page 58)	6-8	Discuss with the students the techniques which help establish tone. Elicit such items as word choice, sentence construction, and the selection and organization of details. Then project a picture which might be used as the setting for a variety of stories. Ask the students to make a list of words and phrases that they would use to describe the picture for an adventure story and then make a list for a farce. Have the students use these lists to compose the settings for each type of story. Evaluate the finished papers for use of tone techniques.

Scope and Sequence Cross Reference	LEVEL	ACTIVITIES
VII. C. Specific types 3. Descriptive (See Page 60)	2-5	Making a seasonal bulletin board is an activity that strengthens children's sensory imagery. Under the heading, "Spring Is Here", put the following subheads, "We See It", "We Hear It", "We Feel It", "We Smell It". Have the children draw pictures to illustrate the categories. They might also bring leaves and flowers to put on the bulletin board in the proper category.
	2-5	Write on the board a list of words from their reading vocabulary such as, flowers, wind, cookies, etc. Have the students fold a piece of paper lengthwise into fifths and write the following headings: See, Hear, Feel, Taste, Smell. The children then write words under the appropriate heading.
G. Poetry (See Page 63)	1-5	Select an appropriate poem for the grade level you are working with. Teach the children the meaning of refrain. Read songs and/or poems that have refrains. Write each line of the poem on the board and have the children decide what the most important word is in each line. Then, from a prepared list, the children select three words that describe each important word. These words become the refrain of the poem. The children practice reciting the poem until it is ready to be taped. For example: The Rain by Dorothy Aldis The rain is raining pickles In my little pool (Ping, pong, patter)

1-3

This lesson is most successful used on a primary level after nouns, verbs, adjectives, and adverbs have been introduced (although these terms may not be used).

Divide the class into groups, according to ability. A more able student should be put in each group. Give each child in group 1 a noun. Give each child in group 2 an adverb or an adjective, each child in group 3 a verb.

The purpose of this activity is to create a story. Each sentence of the story contains one of the words passed out to the groups. One word in each group may be discarded and a substitution made. Words passed out may be affixed. Students can exchange words. Children in each group brainstorm to create a story within about seven minutes.

After the time is up, children take turns reading their sentences to the class. The teacher records what is dictated. The class discusses each story to see what improvements they can make. Nouns in the noun story are underlined as well as the verbs, adjectives, adverbs in those respective stories.

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1-6

I. Checklist for the Evaluation of Reading Readiness

A. Auditory Discrimination
   1. Is the child able to auditorily identify the following sounds:
      a. Gross sounds (the closing of a door, ticking of a clock, etc.)
      b. Consonant sounds

B. Visual Discrimination
   1. Is the child able to perform the following tasks:
      a. Recognize colors
      b. Distinguish forms of varying sizes
      c. Distinguish forms of various shapes
      d. Interpret pictures
      e. Distinguish individual letters

C. Left to Right Orientation
   1. Can the child identify left and right parts of his body
   2. Can the child identify left side and right side of the chalkboard

D. Oral Language Development
   1. Does the child say words correctly
   2. Express ideas clearly
   3. Tell a connected story
   4. Relate ideas in sequence

E. Concept Development
   1. Does the child express an understanding of the following concepts:
      a. Up and down
      b. Top and bottom
      c. High and low
      d. Over and under
      e. Front and back
      f. Long and short
      g. Soft and loud
      h. First and last
      i. Beginning, middle, end

1-6

I. Checklist for the Evaluation of Reading Readiness (continued)

F. Motor Coordination

1. Is the child able to perform the following tasks:
   a. Hop on one foot
   b. Jump
   c. Skip
   d. Kick a ball
   e. Participate in simple rhythm patterns
   f. Throw and catch a bean-bag
   g. Button and unbutton
   h. Cut along a line with scissors
   i. Tie shoelaces
2. Is the child able to copy the following forms:
   a. Circle
   b. Square
   c. Triangle
   d. Diamond
   e. Some letters
   f. Some numbers

- - - - - - - - - - - - - - -

100

1-6

II. Individualized Reading Inventory

Name_____ Date_____

Check at left indicates satisfactory performance
Problems are identified at right

Silent Reading

___Left to Right Scanning___
___Finger Pointing___
___Sub-vocalization___
___Reading Rate___

Expression

___Use of Punctuation___
___Phrasing___
___Oral Interpretation___

Oral Reading

___Sight Words___
___Additions, Omissions___
___Beginning Consonants___
___Ending Consonants___
___Blends___
___Short Vowels___
___Long Vowels___
___Digraphs___
___Root Words, Affixes___
___Syllabication___

Comprehension

Literal Questions:
___Fact Retention___
___Word Meaning From Context Clues___

Interpretive Questions:
___Locates Main Idea___
___Can Make Inferences___(What will happen next?)
___Locates Details___
___Can Compare Characters, Events, Places___
___Can Associate Personal Experiences With Story___

Other Problems

101

1-6

Individualized reading is based on the assumption that children have different needs in reading, learn at different rates and in different ways. They are encouraged to assume responsibility for growth through much self-selection of materials and self-evaluation.

There is no one specific technique, or organization plan. The environment to be created should be child-centered and relate to other curriculum areas throughout the day, instead of conceiving it as a subject to be confined within a reading period. A wide variety of materials should be used, encompassing many levels of development and scanning many interests. Grouping for various purposes of instruction can vary from whole group, small group, to individualized instruction. A basic premise is that not every step of every skill has to be taught to every child, since many children acquire specific skills from inductions based on multiple opportunities to read independently.

Classroom Organization

1. An area should be designated as a reading center.
2. Many materials reflecting a wide range of interest and difficulty levels should be provided.
   a. magazines
   b. newspapers
   c. books of wide interest and wide vocabulary levels
   d. multi-level designed kits (Scholastic or Random House)
   e. basals
   f. school and public library resources
   g. materials to develop specific skills (Barnell-Loft's Specific Skills Series, Webster's New Practice Readers)
   h. word games
   i. puzzles
3. File cabinets
4. Carpeting for floor
5. Comfortable chair or two
6. Soft pillows
7. Sign out sheet
8. Book pocket library cards (made by the children). File box or envelope for cards to be dropped into. This serves as a check as to who has the book and as a measure of the popularity of the book. It also serves as a way of knowing who has read specific books in case a discussion needs to be started among those who have read the book.
9. Bulletin board for reports, book jackets, lists of unusual words, a booktree.

1-6

Initiating the Program

The routine should be carefully established at the outset. Individualized reading need not begin with the entire class at once. The highly motivated, skillful reader might be "launched" first. To determine who these children are obviously needs some kind of assessment, formal or informal. Other children may be added gradually. It is possible for the teacher to retain some students in the conventional basal group if this best meets mutual needs.

Children must be trained to use the independent materials in the individualized program. Self-checking and recording progress on charts aid in developing self-responsibility.

Diagnosis

1. Teacher-child conference (10 minutes) The frequency of these depends upon the child's need and the availability of the teacher's time.
2. Norm-based tests (Metropolitan Achievement)
3. Botel's of McKee Phonetics Inventory
4. Teacher devised lists utilizing phonetic elements
5. Individualized decoding tests
6. Informal Reading Inventory (IRI)
7. Gates-McKillop Diagnostic Test

On-Going Activities

1. Sharing of books (oral)
2. Dramatizations
3. Puppet shows
4. Diaromas
5. Activity cards
6. A chart suggesting activities
7. Reading aloud daily from a sure-fire favorite that many might find too difficult to read independently
8. Trips to the public library
9. Students must be taught to "try a book". A method to measure whether a book is too difficult is as follows: Open the book to the center and read the page aloud, to himself. When a student encounters an unknown word, he raises a finger from his closed fist. If five fingers are raised before the end of the page, the child should be encouraged to try another book.

1-6

Evaluation and Record Keeping

Record keeping can be done in a large looseleaf notebook which contains each child's progress or in a card file or a folder file.

Problem Reader

For this student, reading should always be individualized. He will be less discouraged and more likely to achieve in the class where individual differences are the basis of instruction for all.

Conclusion

Within the individualized reading program, the teacher is free to create her own program, utilize a wide variety of materials, and make use of a number of approaches.

Record Keeping

Name

Skill Materials	Level	Assigned	Completed	Level	Assigned	Completed	Level	Assigned	Completed	
Barnett-Loth Spec. Skills										
Webster New Practice Readers										
Reader's Digest Skill Builders										
Activity Card										
Workbook										
Gates-Peardon										
Others-Specify										

1-6

The McKee Inventory of Phonetic Skills

Ditto one sheet for each child - mark answers missed.

Initial Consonant Sounds

1. h
2. w
3. b
4. g
5. t
6. f
7. d
8. m
9. c (hard)
10. th
11. n
12. y
13. l
14. wh
15. s
16. p
17. sh
18. j
19. k
20. r
21. st
22. str
23. bl
24. v
25. th
26. cr
27. cl
28. tr
29. br
30. fr
31. pl
32. c (soft)
33. fl
34. ch
35. thr
36. dr
37. gl
38. g (soft)
39. tw
40. qu
41. sn
42. gr
43. pr
44. sm
45. sl
46. wr
47. sp
48. squ
49. sc
50. spr

Final Consonant Sounds

51. b
52. v
53. n
54. nk
55. ny
56. ge
57. ng
58. dge
59. ck
60. lk
61. ft
62. pt

Structural Elements

63. ed(t)
64. ed(d)
65. ed(ed)
66. ing
67. er
68. y
69. ly
70. es
71. i(est)
72. (e)ing
73. en
74. un
75. ful
76. n't

Vowel Sounds

77. a(short)
78. a(long)
79. e(short)
80. e(long)
81. i(short)
82. i(long)
83. o(short)
84. o(long)
85. oa(o-long)
86. u(short)
87. u(long)
88. ea(e-long)
89. ee(e-long)
90. ow(cow)
91. ou(out)
92. ow(o-long)
93. oo(pool)
94. oo(foot)
95. ea(e-short)
96. ai(a-long)
97. qy(a-long)
98. ew(u-long)
99. ie(i-long)
100. oi
101. y(i-long)
102. aw

Initial Consonant Sounds

103. scr
104. sw
105. sk
106. spl
107. shr
108. kn

Structural Elements

109. less
110. dis
111. in
112. mis
113. re
114. (e)able
115. able

Common Syllables

116. com
117. tion
118. be
119. de
120. im
121. for
122. dle
123. ple
124. con
125. ex
126. ty
127. pre
128. en
129. ment

105

1-6

Sample Individual Conference Page

Name_____ Date_____

Book_____

Comprehension

Oral Reading

Comments and Follow Up

Informal Reading Inventory Checklist from Scholastic Book Service, Inc.

Name_____ Date_____

Silent Reading

Habits:
- left to right scanning
- finger pointing
- sub-vocalization

Reading Rate

Method of Word Attack

Oral Reading

Errors to be noted:
- sight words
- additions, omissions
- consonant blends
- vowel diagraphs
- root words, affixes
- syllabication

(continued)

Comprehension

Literal Questions:
- fact retention
- word meaning from context clues

Interpretive Questions:
- ability to locate main idea
- ability to make inferences
- recognition of multiple meanings

1-6

Sample Individual Conference Page (continued)

Expression:
use of punctuation
phrasing

Independent Level

Instructional Level

Name of Student	I.Q. Verbal	I.Q. Non-verbal	Tests Rdg.Ach't. Comprehension	Tests Rdg.Ach't. Word Know.	Informal Teacher Tests: Encoding	Decoding	Specific Phonic Problems: Triple Blends	Two-letter Consonant Blends	Diagraphs	Vowels →	Oral: Substi-tutions	Insertions	Other Problems: Rate, Expression, etc.

A class chart is helpful in noting children with similar problems for grouping for teaching skills.

LEVEL

PRIMER-INDIVIDUALIZED READING PROGRAM

1-6

Check at the left indicates satisfactory performance. Problems are identified at right.

Phonics

_____ Initial Consonants _____
_____ Beginning Blends and Diagraphs (letters) _____
_____ Initial Vowels _____
_____ Final Consonants _____
_____ Medial "Short" Vowel Sounds _____
_____ Three-letter Consonant Blends _____
_____ Other Phonetic Problems _____

Structural Analysis

_____ Identification of Root, Affixes _____
_____ Identification of Letter Clusters _____
_____ Compound _____
_____ Other Structural Analysis Problems _____

Comprehension

_____ Vocabulary _____
_____ Main Idea _____
_____ Supporting Facts _____
_____ Inference _____
_____ Recall of Sequence _____

Critical Thinking

_____ Distinguishes Fact and Opinion _____

Study Skills

_____ Skimming _____
_____ Using Subtitles _____
_____ Encyclopedia _____
_____ Map Skills _____
_____ Graph Skills _____

Dictionary

_____ Alphabetizing _____
_____ Uses Guide Words _____
_____ Chooses Correct Meaning _____
_____ Can Use Diacritical Marks _____

Oral Reading

_____ Phrasing _____
_____ Normal Rate _____

1-2

Sequencing

Materials:

1. Pretest (from an appropriate workbook)
2. Overhead projector with transparency of sentences to sequence
3. A large box containing material to be sequenced. All this material has been reinforced and laminated to make it durable.
   a. Commercial sequencing activities such as Seequees.
   b. Cartoon sequences cut from Sunday supplements (reinforced and laminated).
   c. Advertisement sequences cut from newspapers and magazines (reinforced and laminated).
   d. Word cards of the days of the week, months and holidays.
   e. Easy-to read paragraphs laminated to cards with sentence strips containing the main idea of each paragraph to match to each paragraph.

All of this material is self-correcting.

Procedure:

1. Pretest entire class. This will weed out those children who need more practice in sequencing.
2. Work with those who need help.
   a. Simple board work discussion of everyday activities, using colorful, teacher-made pictures. Example: three pictures of a child leaving for school, a child sleeping. a child eating breakfast. Teacher says, "If this were you this morning, what would you have done first, what would you have done second, etc.".
   b. Practice using items from the Sequence Box (see Materials).
   c. Using overhead discuss simple three sentence stories emphasizing what would have to happen first of all, next, last.
      Example: -The bottle falls.
      -The baby drinks from his bottle.
      -The baby cries.
   d. Children write or dictate to teacher their own three or four sentence stories. They cut them up into sentence strips and exchange with each other for sequence practice.
   e. Mastery test.

Reinforcing Activities

1. After a story has been read by a group, the teacher writes an outline of the story on the board. Children then take turns re-reading the story orally. When the reader comes to a part of the story which is told about on the board, children raise their hands.
2. Paragraphs are cut up into sentences and put in envelopes. Children unscramble sentences.

3-6

Spelling

This program is most successful with above average students. The student is encouraged to use his own word lists rather than the prescribed spelling lessons. One list, compiled by the student, may be presented each week.

Objectives

1. To allow each student to select words from reading, subject areas, or any other source.
2. To be able to use these words in writing.
3. To expand and extend his word study skills.

Procedure

1. Each week, each student compiles a list of twenty words. The student checks each word for accuracy. The list is submitted to the teacher who also checks the list for accuracy and suitability (is the word too easy, obscure or of limited value).
2. The student alphabetizes, syllabicates, puts in diacritical marks, and defines each word using a dictionary.
3. Each word is used in a sentence, or group of words are used in a paragraph, or other forms of writing.
4. The student writes the words indicating roots and affixes.
5. The student chooses three to five words and using affixes, builds three or four variant forms of each word. East variant form is used correctly in a sentence.
6. Puzzles can be made containing the word list. They can be given to other students to solve. For example:

b	k	a	e	p	s	a	n
c	k	g	h	r	a	e	h
s	o	u	n	d	t	t	w
i	o	f	k	s	m	i	s
t	l	l	i	d	e	r	y
n	a	l	b	p	o	w	o

Word List

speak
listen
hear
sound
look
write

The words are placed in the squares of the puzzle in such a way that they may read up and down, back or forth, or diagonally up or down. If extra spaces remain, the student fills them in with any letters. The one who solves the puzzle must circle the words from the spelling list.

(continued)

3-6 Spelling (continued)

	l	i	s	t	e	n
	o					
s	o	u	n	d		
	k					

The words from the spelling list are put into the puzzle so that all are connected to each other but letters cannot be placed together unless they make a spelling word. Instruct the student to try to put all the words into as small a space as possible. His score is determined by multiplying the number of boxes used across by those used going down (area).

7. Scrambled words

To insure competency in the sixth grade speller, the student is responsible for the review test given every six weeks. If the student falls below 90% accuracy, he will be required to work from the basic speller until he achieves 100% accuracy for three consecutive lessons. He may then return to writing his original spelling list.

3-8 Booklets

This idea can be used for a year-long activity at any grade level. Keep a folder of the work of students' writing. They can be kept by the student or the teacher. At the end of the year, have the students compile their stories into a booklet with the assignment for each piece of writing. This produces a record of the many kinds of writing the students cover during the year, for example: poetry, stories, expository writing, letters, myths and legends, comparisons, sensory writing, paragraphs organized by induction and deduction.

6-8

Sensory Writing

The following materials are directions to be distributed to students. The pupils keep their directions in a folder as well as all the papers they produce in response to these directions. Directions to the teacher follow:

Assignment 1

1. Choose any place away from school that you would like, go to that place with paper and pencil, and for fifteen minutes write down what you hear, see, and smell there. Think of what you write as notes for yourself later. These notes will not be graded but you will need them later for another assignment. Bring them to class. Don't worry about spelling or correct sentences; write in whatever way allows you to capture on paper what you observe in that time. You may also include your thoughts and feelings about what you observe. You may also want to say what things look, sound, or smell like.

Discussion to follow Assignment 1

1. What are the differences between sensations and non-sensations, physical facts on the one hand, and inferences, personal reactions, similies, etc., on the other hand.
2. Project or ditto sample papers and ask the class what things in the paper might have been recorded by any observer and what things show traces of the particular person doing the recording.
3. The use of "loaded" words and comparisons could be brought out, as well as just obvious personal statements.
4. Compare two papers for the relative amount of sensory data vs. personal reaction; ideally, this would lead to the discovery that, given the time limit, a gain in one is a loss in the other.
5. Return papers and have students underline words or sentences they feel convey non-sensations.
6. As a check, let them exchange papers and have a neighbor underline what he considers to be non-sensation.
7. The form of notes:
   a. Word lists, telegraphic phrases and whole sentences, amount of paragraphing and punctuating. Since these are notes to oneself, they should be judged for correctness or intelligibility not to others,but only for their value as notes.
   b. Discuss the gains and losses of different forms of note-taking.
   c. Ditto or project 2 papers of contrasting form. What do you lose when you use just word lists? broken phrases? whole sentences?
   d. Students should be encouraged to develop a notation style that works well for them. (This should help with Assignments 2 and 3.)

(continued)

6-8

Sensory Writing (continued)

Assignment 2

2. Do as you did in Assignment 1, but this time change either the time or place. If you went to an indoor place before, go somewhere outdoors now. If you went to an active place, go now to a still place. If there were no people where you went before, go where there will be people. Or you may return to the same place you went before, but go at a very different time of day, or when the weather is very different. Remember that you are to take notes of what you observe, see, hear, and smell and of what thoughts and feelings you may have about what you observe. If you have found a better way of taking notes since last time, use the new way.

Assignment 2 Discussion

1. Discussion of these papers might center on two issues, besides perhaps picking up the two earlier points if the students seem to want to pursue them.

a. With a sample before them, ask if the class can tell the time, place and circumstances of the recording.
   Mood of the observer
   What he felt about the scene
   Is there a main mood, impression, keynote, attitude, etc.
   Does one sense dominate - sound, sight, or smell

b. Try now to lead into the selection process of the observer.
   1. Get class to imagine what things were left out. Hand back papers and compare it with his memory of the scene.
   2. Why did you include some things and reject others? If they say they put down the "most interesting" or the "most important" things, ask how they decided some things were more interesting or important.

Assignment 3

3. Do as you did in Assignments 1 and 2 but, before you leave class, plan with two or three other pupils to go somewhere at the same time. Decide together where to meet and when. After you meet, place yourselves at different points at that place (not too close together) and then begin to take your notes on what you see, hear, and smell. Again, include whatever thoughts and feelings you may have about what you observe.

(continued)

6-8

Sensory Writing (continued)

Assignment 3 Discussion

1. Read about all the papers of one group that had a common locale. Discuss what things all noted, what things only one or two noted, differences in physical vantage points, differences in inference and personal reaction or mood.

To prepare for rewriting, use this set of papers to confront the question: "What would you have to do to this paper (the sample before them) in order to make it understandable and interesting to other people? Guidance may be needed here by the teacher. Some possibilities are:

1. Clarifying some of the wording or reference.
2. Dwelling more on some things and less on others.
3. Cutting out some things and adding others.
4. Giving more or less personal reactions.
5. Rewriting to avoid repetition of the same words, or monotony of sentence structures (finding different words and constructions).

These discussions of Assignments 1 - 3 should make possible some successful collaborating in the small groups.

Assignment 4

4. You will be put in a group with two or three other pupils, and you will all help each other to select and rewrite one of your papers. So take Assignments 1, 2, and 3 to your group, and exchange all three papers for the three papers of someone else in the group. Read those three and decide which one could best be rewritten into an interesting composition for the rest of the class to read.

Write on that paper some comments. Say why you think it has the best possibilities, and make suggestions about how it could be rewritten. Would you like to know more about some things he or she mentions? Could some things be cut out without a loss? Would you change the order in which he mentions things (put some things later and move others nearer to the beginning)? What suggestions would you make about changing the words and changing the way some sentences are written? If you see spelling mistakes, correct them. Try to be as helpful as you can; remember that the other person is doing the same thing for you, and that his comments will make it easier for you to decide what to rewrite and how to rewrite.

When you and your partner have finished reading each other's three papers and writing comments on them, you may talk about the comments. Then exchange with another and do the same thing again until you have been all the way around the group.

Next, look over the comments made on your papers and talk over with the other members of the group any questions you may have about what they said. You do not have to follow their suggestions, but knowing what they think should help you decide which papers to rewrite and how to go about doing it.

(continued)

6-8

Sensory Writing (continued)

Assignment 4 (continued)

"Rewrite" means not only improving sentences but also making large changes - adding new things, cutting out old ones, and moving other things around.

Now rewrite, in whatever you think will be the most interesting way, what you observed at one of your three places. All of the finished papers will be read later by the whole class.

When you hand in your final composition, hand in Assignments 1, 2, and 3 with it.

Assignment 4 Discussion

Discussion of the finished papers should feature comparison of them with the original papers from which they were rewritten. That is, ditto or project an Assignment 4 paper along with its predecessor and ask the class what changes the writer made, how he got from one stage to the next, and what purposes they assume he had for making such changes. For discussion pick two or three pairs that show different degrees of revision or different bases of revision.

7,8

Interdisciplinary Unit

A part of a unit on an interdisciplinary study of Indians and the Colonial period, and the novel Light in the Forest, can include writing activities as follows:

1. The class can put out a newspaper containing various kinds of writing by students who have assumed the identities of characters in the novel or others who might have lived at the time. For example:
   a. Personal - Anyone having information about the Indian raid, etc.
   b. Excerpt from a diary kept by Harry Butler during the absence of his son.
   c. Advertisement for an apprentice.
   d. Advertisement for a farm hand.
2. Write a paragraph describing one aspect of the life of True Son with his Indian father, Cuyloga. Examples: Education in the duties of a warrior; survival on the trail; home life of a warrior.

Cross-discipline activity with a science class includes a science class project with plants and a writing assignment in English class. In science the students plant either seeds or cuttings in small individual pots, mature them to a point considered appropriate and decorate the pot if it is desired. In English class, each student writes a letter to a senior citizen to accompany his gift of the plant. A number of the students will be selected (or the whole class may be included if there are not too many) to visit the Nursing Home in Oceanside or another appropriate home and present the plants and letters to the patients. (It is suggested that this kind of activity be implemented at a time other than a holiday since many organizations remember the ill or infirm at these times.)

LEVEL	SIMPLIFIED BIBLIOGRAPHIC FORM
7,8	A bibliography should include all sources of information used for a report. Each entry must give enough information so that a reader can locate and check the reference. Arrange the items alphabetically by the author's last name or by the first word of the title other than A or An or The. Books (one author) Baker, Carlos, Ernest Hemingway, New York, Charles Scribner's Sons, 1969. Carmer, Carl, The Tavern Lamps Are Burning, New York, David-McKay Company Inc., 1964. (two authors) Taba, Hilda, and Elkins, Deborah, Teaching Strategies for the Culturally Disadvantaged, Chicago, Rand, McNally & Co., 1966.
	Encyclopaedia article "World War II," Encyclopaedia Britannica, 1951 ed., Vol. 23, pp. 792-793. Encyclopaedia article with author Pringle, Henry F., "William Howard Taft," Dictionary of American Biography, Vol. 18, pp. 266-272.
	Periodicals (one author) Johnson, Sandy, "Sight, Sound, and the Research Paper," English Journal, October 1969, Vol. 58, pp. 1061-1063 (two authors) Kirschenbaum, Howard, and Simon, Sidney B., "Teaching English with a Focus on Values," English Journal, October 1969, Vol. 58, pp. 1071-1077.
	Newspaper Article "Nobel for Peace Goes to the ILO," The New York Times, New York, October 21, 1969, p. 1.

7,8

Comma

1. To set off yes, no, well, now, however, therefore, on the other hand, etc.
   Yes, I will go.
2. To set off names in direct address.
   Thank you, John, for your help.
3. To set off items of date or address.
   He was born Tuesday, May 3, 1947, in ....
   He lives at 37 Smith Street, Germantown, Philadelphia, in a luxurious neighborhood.
4. After an introductory adverbial clause, introductory infinitive phrase or introductory participial phrase.
   When we go, we will get it for you.
   Before you lose it, leave the book here.
   To get to my house, take the next road.
   Leaving the path, we cut across the field.
5. After several prepositional phrases used to introduce a sentence.
   At the end of the story, Mary ....
6. To set off appositives.
   Homer, the great poet, lived ....
7. To set off "he said" and similar expressions in dialogue.
   He said, "We are not going."
   "I shall bite you," he threatened.
   "Genius," wrote Thomas Edison, "consists largely of a capacity for hard work."

NOTE: Commas and periods always come before the end quotation marks.

8. To separate words and phrases in a series.
   Shall I take chemistry, physics, or French?
   Play the game fairly on the field, in the classroom, and in life.
   She bit the dog, pricked the cat, pinched her little brother, and retreated upstairs.
9. To separate independent clauses connected by and, or, but, nor, for, yet.
   Charles came early, but Mary was late.
10. To set off parenthetical expressions.
    According to reports, I think, etc.
11. To separate opposing ideas.
    I think you should accept the nomination, not refuse it.

(continued)

7,8

Semicolon

1. To separate two independent clauses where the conjunction is omitted hut where the meaning is clearer if two sentences are not used.

   John was on time; Mary was early.

2. To separate two independent clauses between which any or the following is used: then, however, moreover, therefore, nevertheless, besides, still, finally, accordingly, also.

   I hate my brother; besides, he looks like a monkey.

3. To separate the elements in a series when one or more of the elements contains a comma.

   We ate peas, large ones; steak; guava, a tropical fruit; and cake.

RESOURCES FOR ACTIVITIES AND GAMES

About Me

Wells and Canfield
Encyclopedia Britannica Educ. Services Corp.
425 North Michigan Avenue
Chicago, Ill. 60611
(Classroom activities)

Anchor - Vocabulary Discovery
Launch - Early Reading
Rescue - Remedial Reading
Spice - Language Arts
Stage - Dramatics
Educational Services, Inc.
P. O. Box 112
Benton Harbor, Michigan

Buzzerboard
Developmental Learning Materials
3505 North Ashland Avenue
Chicago, Ill.

Frostig, Marianne - Program for the Development of Visual Perception
J. P. Lippincott Co.
East Washington Square
Philadelphia, Pennsylvania

Perceptual Activity Book
Ann Arbor Press
Ann Arbor, Michigan

Language Experiences in Reading III
Roach, Van Allen
Encyclopedia Britannica Press
425 Michigan Avenue
Chicago, Ill.

Language Master Machine
Merrill, Charles E./Bell & Howell
1300 Alum Creek Drive
Columbus, Ohio

Listening Aids Through the Grades
Russell and Russell
Bureau of Publications
Teachers' College
Columbia University
New York, N. Y.

Look Up and Learn
Packard, Charles
Random House, Singer
501 Madison Avenue
New York, N. Y.
(Dictionary Activities)

Perceptual Training Activities Handbook
Van Witsen, Betty
Teachers' College Press
Columbia University Press
Columbia University
New York, N. Y.

Reading Aids Through the Grades
Russell and Karp
Bureau of Publications
Teachers' College
Columbia University
New York, N. Y.

SRA Kaleidoscope of Reading Skills
Science Research Associates
259 East Erie Street
Chicago, Ill. 60611
(K-8)

Word Games and Puzzles (1966)
Rockowitz, Murray
Scholastic Book Services
New York, N. Y.

Anagrams
Dolch Games and Puzzles
Quizmo
Scrabble
Spill and Spell
Split Words
Three Dimensional Scrabble
Wonder Words

SOME RESOURCES FOR TEACHING COMPOSITION

The following resources have been used and found helpful by members of LARC. Textbooks have not been included.

PACKETS

Booklet on Composition (4-8)
Prepared for Oceanside teachers,
Summer, 1967
(Lists helpful books, articles,
periodicals, films, transparencies,
etc.)

Communicating (1-6)
D. C. Heath & Co.
Small booklets for all areas
of communication.

Expressive Writing (5-8)
Knowledge Aid Division
6633 W. Howard Street
Niles, Ill. 00648

FILMS

"Letter Writing for Beginners" (Most suitable for Grades 4-6)
11 minutes
Coronet Films, University of Illinois, Visual Aids Service
Champaign, Ill. 61822
(N.Y.C. office for rental: Alden Films)

"Making Sense With Sentences" (Grade 5)
11 minutes
Coronet Films, address given above (N.Y.C. office)

"Sentences That Ask and Tell" (Grade 4)
11 minutes
Coronet Films, address given above (N.Y.C. office)

"Who Makes Words?" (Grades 3-5)
11 minutes
Coronet Films, address given above (N.Y.C. office)

"Writing a Good Paragraph"
11 minutes
Coronet Films, address given above (N.Y.C. office)

FILMSTRIPS — Filmstrip House — Grades 6-7-8

1. The Paragraph (Set includes The Paragraph Sense, Developing a Topic, Unity and Coherence, Transition and Connectives)

2. Writing and Revising (Set includes Title and Opening Sentence, Body of Composition, Body and Closing Sentence, Revising and Editing)

Some Resources for Teaching Composition (continued)

FILMSTRIPS (continued)

3. Words: Their Origin: Use and Spelling 6fs
Society for Visual Education, Inc.
1345 West Diversey Parkway
Chicago, Ill.

Dukane

Conquering Composition:

Sentence Problems Part I 2r/4fs Filmstrip House

1. Fragments
2. Verb-Subject Agreement
3. Pronouns-Antecedents
4. Awkward Shifts

Sentence Problems Part II 2r/4fs

1. Choppy Sentences
2. Run-on Sentences
3. Dangling Modifiers
4. Wordiness

RECORDS

"Writing Haiku and Other Short Forms of Poetry"
EA 1-007 Ed. Act.

Some Resources for Teaching Composition (continued)

List of exchanges from which teacher may extract names for pen pals.

The following comprises a list of exchanges from which you may expect cooperation. We advise you to get in touch with these exchanges early in the term, preferably in September, in order to launch the program successfully.

1. World Pen Pals
   World Affairs Center
   University of Minnesota
   Minneapolis 14, Minnesota

2. International Friendship League
   40 Mount Vernon Street
   Beacon Hill
   Boston 8, Massachusetts

3. Foreign Correspondent Bureau
   P. O. Box 150
   Newton, Kansas

4. Educational Institute of Scotland
   46/7 Moray Place
   Edinburgh 3, Scotland

5. International Friendship League
   Correspondence Bureau
   21 Wyndham Road
   Birmingham 16, England

6. Nations League of Pen Pals
   86 Theatre Communications Bldg.
   Connought Place
   New Delhi, India

7. Israel Commission for UNESCO
   Correspondence Service
   Ministry of Education and Culture
   Jerusalem, Israel

8. Association of Pen Friends Clubs
   Azabu P. O. Box #1
   Minato-ku
   Tokyo, Japan

9. UNESCO Pen Pals
   Nishi Shimizu-machi
   Minami, Osaka, Japan

10. The League of Friendship
    125 South Maine Street
    Mount Vernon, Ohio

11. International Scholastic Correspondence
    Paul E. Haines
    Higher North Harton
    Lustleigh, Newton Abbott, Devon
    England

SOME RESOURCES FOR TEACHING READING

The following resources have been used and found helpful by members of LARC. Textbooks and basal readers have not been included.

READING PROGRAMS AND KITS

Audio-Reading Progress Laboratory
Educational Progress Corporation
Palo Alto, California
(Grades 4, 5, 6)

Bowmar Reading Incentive Program
Bowmar Publishing Company
Glendale, California
(High interest, low reading level for intermediate grades.)

Interaction (Moffett)
Houghton-Mifflin
Pennington-Hopewell Road
New Jersey (08525)
(K-12)

Literature Sampler Kit Junior Edition
Encyclopedia Britannica Press
Encyclopedia Britannica Educational Corp.
425 North Michigan Avenue
Chicago, Ill. 60611
(Intermediate grades)

Scholastic Reading Programs
(High Adventure, Courage, Family, Animals, etc.)
Scholastic Press
Englewood Cliffs, N. J.
(Advanced 6, Average 7, 8)

SRA Reading Kits
(such as Reading for Understanding)
Science Research Associates
259 East Erie Street
Chicago, Ill. 60611

Stern's Structural Reading Program
Random House, Inc.
501 Madison Avenue
New York, N. Y.
(Grades 1, 2)

Sullivan Programmed Readers
McGraw-Hill
Del Monte Research Park
Monterey, California 93940
(Grades 1-6)

One-to-One Reading Kits
Warren School Products
Prentice-Hall
Englewood Cliffs, New Jersey
(Advanced readers - Grades 4-5)

Peabody Language Development Kits
American Guidances Services, Inc.
Publishers' Building
Circle Pines, Minnesota
(A language performance devel. kit. Levels primary 1, 2)

READING PROGRAMS AND KITS (continued)

Radio Reading Series I, II
Psychotechnics, Inc.
Glenview, Ill.
(Grades 3-8)

Scholastic Kits for Individualized Reading
such as Reaching Ahead, Reaching Beyond, etc.
Scholastic Press
Englewood Cliffs, New Jersey
(Grades 3-6)

The Read System
American Book Company
450 W. 33 Street
New York, N. Y. 10001
(Grades 1-6)

Yearling Skills Center
Noble and Noble Publishers, Inc.
750 3rd Avenue
New York, N. Y.
(Grades 1-6)

PROFESSIONAL REFERENCES

Cratty, Bryant J. Active Learning
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey (1971)

Dallman, Martha Teaching the Language Arts in the Elementary School
William C. Brown
Dubuque, Iowa

Dechant, Emerald Diagnosis and Remediation of Reading Disability
Parker Publishing Co., Inc.
West Nyack, N. Y. (1968)
(Excellent for bibliography, tests, materials, listings, publishers, etc.)

Durkin, Dolores Phonics and the Teaching of Reading
Teachers' College Press
Columbia University
New York, N. Y.

PROFESSIONAL REFERENCES (continued)

Durkin, Dolores — Teaching Them to Read
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Mass.

Ekwall, Eldon — Locating and Correcting Reading Difficulties
Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio

Harris, Albert J. — How to Increase Reading Ability
David McKay Co.
New York, N. Y. (1961)

Heilman, Arthur — Principles and Practices of Teaching Reading
Charles E. Merrill Publishing Co.
Columbus, Ohio (1967)

Horan, Mary and O'Donovan, Eleanor — Developing Children's Perceptual Skills in Reading
Mediax, Inc.
21 Charles Street
Westport, Conn. 06880

Jacobs, Leland B. and Herrick, Virgil E. — Children and the Language Arts
Prentice-Hall, Inc.
Englewood Cliffs, New Jersey (1962)

Moffett, James — A Student-Centered Language Arts Curriculum (Grades K-13)
Houghton-Mifflin
Pennington-Hopewell Road
Hopewell, New Jersey 18525 (1973)

PROFESSIONAL REFERENCES (continued)

New York, City of
Handbook for Language Arts, Pre-Kdgn; Grades One and Two; Three and Four; and Five and Six
Sequential Levels of Reading Skills, Pre-Kindergarten - Grade 12
Individualized Reading
Bureau of Curriculum Development
Board of Education of the City of New York

Reeves, Ruth Ideas for Teaching English Grades 7, 8, 9
Nat'l Council of Teachers of English
508 South Sixth Street
Champaign, Ill. 61820

UCLA Graduate School of Education - Instructional Objectives Exchange
Reading 4 to 6
U.C.L.A. Graduate School of Education
Los Angeles, California 90024

127

PERIODICALS

Weekly Reader
News Ranger
Junior Scholastic
News Pilot

Elementary English Journal
English Journal (secondary teachers)
} Published by Nat'l Council of Teachers of English

Book Clubs for Children
Arrow
Scholastic Press
Englewood Cliffs, N. J.
Discovery
Xerox Corporation

SOME RESOURCES FOR TEACHING OF SPECIFIC SKILLS IN READING

Barnell Loft, Ltd. Specific Skill Series	Excellent for Getting Main Idea, Getting Facts, Drawing Conclusions, Using the Context
Columbia Univ. Press Gates Peardon Reading Exercises	Excellent for Main Idea, Detail, Inference, Vocabulary in Context
Columbia Univ. Press McCall-Crabbs	Good for Main Idea, Detail, Inference
Continental Press	
1. Reading Study Skills	Very Good for Main Idea and Detail - Grades 1-6
2. Reading for Comprehension	Good for Inference - Grades 1-6
3. Reading and Thinking Skills	Good for Vocabulary in Context - Grades 1-6
EDL/McGraw-Hill	
1. Controlled Reader Program	Excellent - Levels B-F
2. Listen and Read	Level D Tapes 2-14
3. Listen and Think	Levels C-F
4. Study Skills Library Kit	Kits C-H
Macmillan Reading Spectrum of Skills	Excellent for Poor Readers Grades 1-6 for Main Idea Excellent for Grades 1-6 in Reading Comprehension, Vocabulary Development

Some Resources for Teaching of Specific Skills in Reading (continued)

McGraw-Hill New Practice Readers	Excellent	Books A-F
Merrill (Skilltexts) Diagnostic Reading Workbook Series	Excellent	
Prentice Hall, Inc. Be a Better Reader	Good	Books A, B, C
Reader's Digest Skill Builders & Grow in Word Power	Good - Levels 1-6	
Open Court Reading Comprehension Series		
SRA Reading Lab Kits Pilot Libraries Reading for Understanding Kit Vocabulary Kit		
Random House Skillpacers and High Intensity Learning System		